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ABSTRACT

Intended for parents of deaf blind preschoolers, the document contains a correspondence learning program which offers guidelines on stimulating the child's development. An introductory section gives preliminary instructions, an introduction to sign language, and a list of resources for deaf blind children. Twelve lessons follow with information on: the parent's role in teaching the child, visual problems, hearing, discipline, play, language and communication, creative activities, listening, community services, independence, a self test and review, and the child's future. The bulk of the document is made up of sequenced learning steps covering communication (sign language, sensory training, written language, music and rhythm); gross motor development; fine motor development; eating; sleeping; toilet training; dressing and undressing; and personal hygiene. Charts, illustrations, learning activities, and games are provided throughout the text. (SB)

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JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

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John Tracy Clinic 806 West Adams Boulevard Los Angeles, California 90007

This program is necessarily general in nature, based on behavior and development that may be characteristic of many children. However, no two children are alike, and you must individualize our suggestions and adapt them to your child's needs and abilities. Be guided by his doctor, teacher, or therapist when possible.

We wish to express great appreciation for all the help and encouragement given by many persons and organizations in the development of this Program.

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JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

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Bureau of Education for the Handicapped

Robert Dantona, National Coordinator
Centers and Services for Deaf-Blind Children

ATTENTION: PROFESSIONAL PERSONS OR ORGANIZATIONS

While not designed as the basis for school curriculum or classroom use, we are making the LEARNING PROGRAM available in book form as a professional resource.

Parents receive YOU AND YOUR CHILD (twelve lessons) and COMMUNICATION (twelve LEARNING STEPS) in sequential order as they work through the Program. Other LEARNING STEPS are sent only as need is indicated on check lists completed by the parents.

For the convenience of professional persons or organizations, all the instructional material that makes up this Program is grouped in this volume in the following categories:

INTRODUCTION	
LESSONS: YOU AND YOUR CHILD	I-XII
LEARNING STEPS:	
Communication	I-XII
Gross Motor	I-X
Fine Motor	I-X
Eating	I-VII
Sleeping	I-III
Toilet Training	I-V
Dressing/Undressing	I-V
Personal Hygiene	I-V

OUR APPRECIATION

While we cannot mention by name everyone whose contributions made the development of this Program possible, we would like especially to thank the staff and directors of the Regional Centers for Services to Deaf-Blind Children, the National Center for Deaf-Blind Youths and Adults, Dr. Richard Kinney of the Hadley School for the Blind, The American Foundation for the Blind, and Perkins School for the Blind.

JOHN TRACY CLINIC *806 West Adams Boulevard, Los Angeles, Calif. 90007 Phone 748-5481*

an educational center for
preschool deaf children
and their parents

Dear Parents,

As the parents of a deaf-blind child you have a big job. It is one that must be done and we are here to help you do it. No matter what educational plans are worked out for your child, or whether he - or she - is in school at this time, you have a job. Any gains your child makes, any skills and abilities he achieves, will be due in large part to what you do in your own home to help him learn and develop. This program can point the way.

You may ask how we can teach your child by mail. How can correspondence lessons teach him the things he needs to learn? The fact is that we are not going to teach him. That is your job. We are going to teach you. Parents are a child's first and natural teachers, and children always learn from parents. It's a question of what they learn; of what to teach them. This Correspondence Learning Program will teach you what you can do and how to do it. You will learn how to teach your child some of the skills that will help him have a better life.

We know how difficult it is to be the parent of a multihandicapped child. Deaf-blind children at first seem to offer few prospects of growing up and developing well enough to manage the simple tasks of daily living. Because they cannot hear their parents' voices, see a smile, or observe facial expressions, they seem unresponsive. It is hard to give as much love to a deaf-blind child as we might give to other children because we seem to get little love in return. All this means that parents go through a long period of being discouraged. They scarcely know which way to turn or how to stimulate the development of a child who is deaf and blind.

We know of these difficulties. We know that for any deaf-blind child learning can't be easy. But we also know that parents can do much to help their children learn. Our goal will be to give you confidence in your own ability to help your child.

Our good wishes as you begin.

Louise Tracy

Mrs. Spencer Tracy, Director
John Tracy Clinic

HOW TO LEARN; WHAT TO STUDY

Your Correspondence Learning Program consists of this Introduction, with a few beginning instructions on what you can do now to stimulate your child's development; followed by twelve basic Lessons and individually selected Learning Steps to suit your child. Most children described as "deaf-blind" have some hearing and some vision. They must learn to use both.

The lessons include information to add to your knowledge and understanding of your child's problems, needs and abilities. We will stress the importance of communication between you and your child. We will also include thoughts and ideas relating to your own feelings and attitudes, and will offer encouragement to you as parents.

INDIVIDUAL INSTRUCTIONS

The "Learning Steps" cover:

Relating and Communication

Motor Development
(Use of hands and body)

Self-Care Skills
(Eating, Sleeping, Dressing,
Toilet Training, Personal Hygiene)

In order to "match" our material to your child, we must have good information from you on what he is doing now, and on how he progresses from one step to another. The next few paragraphs will tell you how to get this information to us.

COMPLETE YOUR APPLICATION NOW

If you have not already done so, please fill in your application and check list. Your answers to the questions and the checks on the list will enable us to determine at what step in development your child is now. Then we can put together your first lesson and send it to you quickly. Do not delay: get your application and check list back to us as soon as possible. Put them in the mail at once. Then after you study our Preliminary Instructions begin to put them into practice in your everyday life with your child.

HOW TO REPORT IN THE FUTURE

When you complete each lesson (having read and studied it and worked on the Learning Steps with your child for one month) send us your Report Form. Then we can put together your next lesson and offer individual guidance by mail. Each report will be answered with a personal letter from us to you. If for any reason you feel you are not ready for a new lesson, you may ask for more time. But keep in close touch with us. Send a report every month.

This Learning Program is free of charge to parents, but we send the lessons only as we hear from you.

WHEN TO REPORT

We suggest that you circle today's date as your "Reporting Date." Send your report on this date next month, and every month. KEEP THE REPORTS COMING EVERY MONTH. Request a delay if you want more time for the lesson.

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MAKE A START

The next few pages contain some brief information on the needs of deaf-blind children, some beginning instructions for you on how to communicate with your child, and some suggestions on how to stimulate his learning. Please make use of these Preliminary Instructions while waiting for your first lesson. We will send it as soon as we receive your completed application.

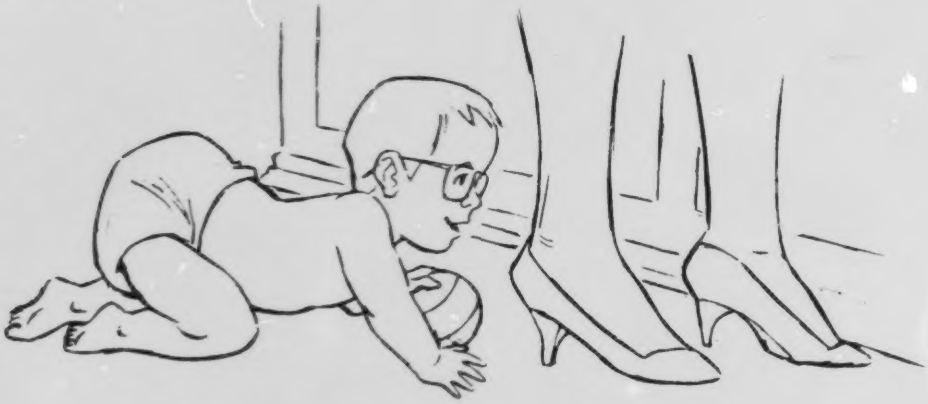
PRELIMINARY INSTRUCTIONS

What to Do While You Wait for Your First Lesson.

OUT OF BED AND NEAR YOU!

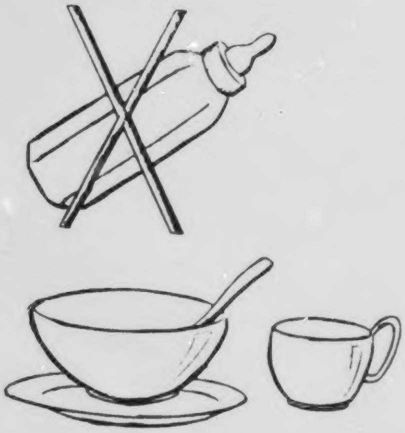
Because deaf-blind children often spend far too much time by themselves, in bed or in a playpen, we want you to begin at once to get your child out of bed except when he should be sleeping (at naptime and during the night he belongs in bed, of course).

He should be in a safe place, near you, where you can keep an eye on him and talk or play with him from time to time during the day. Weather permitting, get him outdoors for a while each day.



EATING—A PROBLEM?

A majority of parents feel that their preschool children do not eat enough, or do not eat food that is good for them. While there is a natural tendency for parents to worry more about this than they should, it is true that most deaf-blind children, especially if they were very tiny babies to begin with, have poor appetites and little interest in food. Often they are still being fed from a bottle long past the age when most children are eating solid food. They may eat at irregular times, any hour of the day or night.

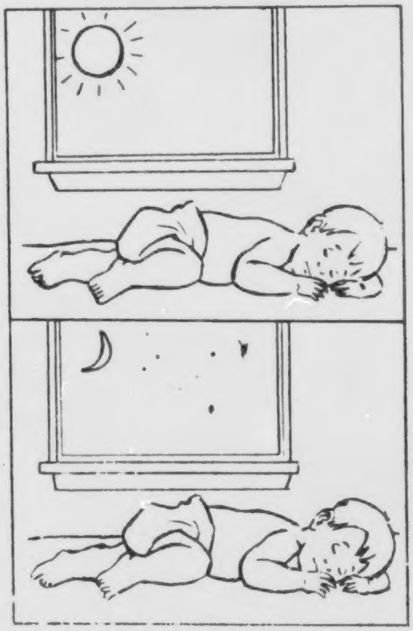


THREE MEALS A DAY

Because good nutrition is so important to his well being and development, we urge you to start your child on a regular three meal a day routine. Even if he eats entirely or mainly from a bottle, begin to feed him morning, noon, and evening, with (if needed) only a very light snack, once in the morning and the afternoon. End any feedings during the night as a first step toward better eating and sleeping habits.

SLEEPING: THE RIGHT TIME AND PLACE

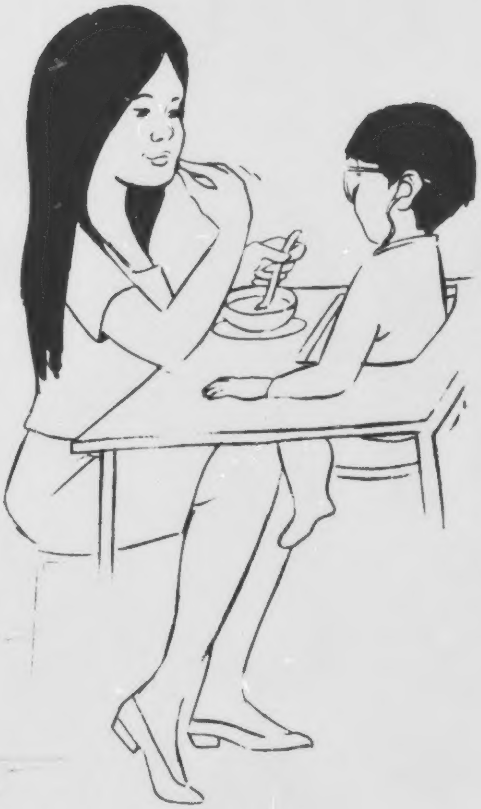
Does your child go to bed at the same time every night? Does he settle down quickly? Does he sleep through the night? If so, he is the exception rather than the rule. A great many children do not sleep as well (or as long) as parents think they should. Deaf-blind children, especially rubella children, often seem to be poor sleepers and to require little sleep. Some almost turn night into day. Begin a regular bedtime, with a before bedtime ritual of doing the same things in the same order. For example: supper, getting undressed, a bath, a time for you and your child to be together, and then into bed.



If your own rest is often interrupted and you are tired, the next day will be difficult for you. Try to get some extra rest in the daytime, when your child takes a nap or if you can get a dependable person to look after him. Then you can manage much better to care for your child and your family during the day.

If eating or sleeping habits present a special problem for you and your child, we will send you Learning Steps that will offer help in these respects.

COMMUNICATE



The lack of communication is a great problem for most deaf-blind children and their parents. Because of their poor hearing they cannot hear much conversation. Because of poor sight they cannot see lip movements easily. We want you to begin at once to speak clearly, face to face at your child's eye level, and at a close distance (about two or three feet from him). Mention that it is time to eat, to have some milk, to put on his shoe, and so on. Use just a short phrase or the main word, spoken distinctly. Use the hand sign to go with the word or words you say. Some beginning signs, for you to learn, are on the next two pages. Your child may see the sign you make. We trust that in time he can begin to connect it to the spoken word and to the action, object, or situation it represents. Soon you will begin to help him make these signs. His hand going through the movement with you will help him learn the sign and, with practice, to recognize and use it.

In the lessons you will receive during the months ahead, after you return your application, we will include new signs. Those signs, along with words spoken clearly and directly, will make it possible for your child to begin to communicate. When he can let you know with a sign or a word what he needs or wants, what he feels or thinks, your life and his will be easier and more pleasant.

While you are waiting for Lesson One to arrive, please review the ideas we have just discussed:

Keep your child out of bed, near you during most of the day.

Begin to get your child on a three meal a day schedule.

Start a regular bedtime routine that suits your and your child.

Begin to communicate with your child. Talk to him and use signs in connection with whatever you do for or with him.

At the end of this section you will find information on other sources of help.

For your child's safety and your own peace of mind, most centers recommend that deaf-blind children wear identification bracelets. Order one for your child that says:

____________________ Deaf-Blind
(Name)
Parents' Name and Address
Telephone Number

These can be ordered from Medic Alert in Turlock, California or through a local pharmacy.

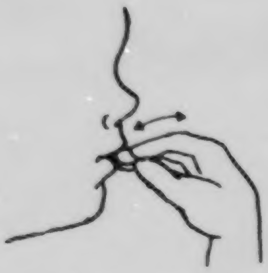
Learn the Signs on the Next Two Pages.
Use Them.

INTRODUCTION
TO
SIGNS

You say and SIGN it.

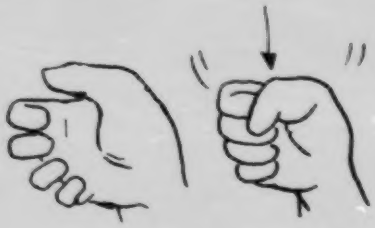
You say it. Help your child SIGN it.

EAT (OR FOOD)



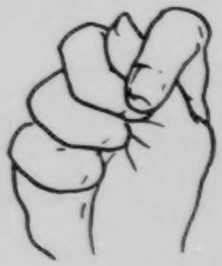
Finger tips together, touch lips several times, in a tapping movement.

MILK



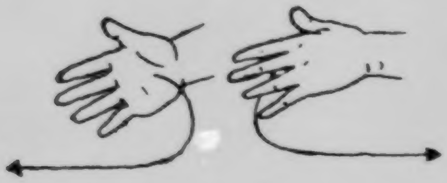
Make a fist with your right hand, squeeze it (in front of you) several times as if milking a cow.

TOILET



The sign for "T" is formed by making a fist, pushing thumb between first and second fingers, palm toward child, wiggle hand back and forth. (The sign for "R" is also frequently used.)

FINISHED



Both hands open, fingers apart, facing each other. Quickly flick hands so palms face down.

Detach This Page and Post It Where You Can See
It Often.

REMOVE THIS PAGE

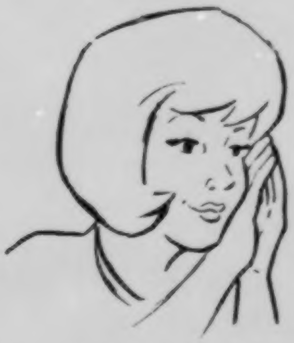
Put it up where you
can often see the
signs on the other
side.

INTRODUCTION
TO
SIGNS

You say and SIGN it.

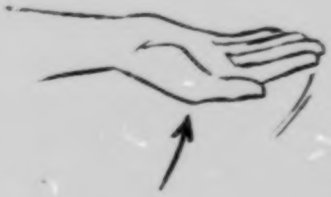
You say it. Help your child SIGN it.

SLEEP



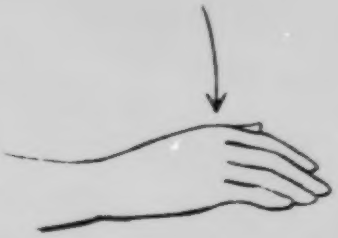
Both hands, palms together, placed against cheek. Tilt head like resting head on pillow.

UP



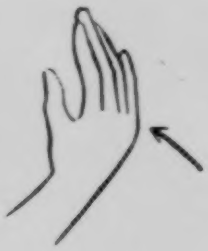
Right palm up, hand moves in upward motion.

DOWN



Right palm down, hand moves in downward motion.

COME



Right hand, palm towards you, motions towards body, directing child towards you.

Detach This Page and Post It Where You Can See It Often.

REMOVE THIS PAGE

Put it up where you
can often see the
signs on the other
side.

AT ONCE!

Have you been in touch with your Regional Center for Deaf-Blind Children?

If not, write or telephone your Center at once. This is the agency that will help you make educational plans for your child.

A LIST OF AREA AND REGIONAL CENTERS IS ON THE FOLLOWING PAGES. On it you will find the address of the center serving the state in which you live.

CENTERS AND SERVICES
FOR
DEAF-BLIND CHILDREN

Mr. Robert Dantona, Coordinator
Centers and Services of Deaf-Blind Children
Bureau of Education for the Handicapped
U.S. Office of Education
Department of Health, Education, and Welfare
7th and "D" Streets, S.W. - Room 2036
Washington, D.C. 20202
(202) 962-0851

Dr. William A. Blea, Project Director Southwestern Regional Deaf-Blind Center Division of Special Education California State Department of Education 721 Capitol Mall Sacramento, California 95814 (916) 445-8071	Arizona, California, Hawaii, Nevada, Trust Territories Guam, Am. Samoa, Navajo Nation
Mr. Jeff Garrett, Coordinator Area Center for Services to Deaf-Blind Children North Carolina Department of Public Instruction Education Building, Room 449 Raleigh, North Carolina 27611 (919) 829-3813	North Carolina, South Carolina, Virginia, West Virginia, Maryland, District of Columbia
Mr. John Crosby, Coordinator Area Center for Services to Deaf-Blind Children Alabama Institute for Deaf-Blind Box 698 Talladega, Alabama 35160 (205) 362-8460	Alabama, Florida, Georgia, Kentucky, Mississippi, Tennessee
Mr. N. Khogendra Das, Coordinator Area Center for Services to Deaf-Blind Children c/o New York Institute for the Education of the Blind 999 Pelham Parkway Bronx, New York 10469 (212) 798-8228	New York, New Jersey, Pennsylvania, Delaware, Puerto Rico, Virgin Islands

Current Information 10/76

Mr. Harland M. Irvin, Jr., Coordinator Texas Regional Center for Deaf-Blind Children Texas Education Agency 9th and San Jancinto Austin, Texas 78701 (512) 475-3507	Texas
Mr. John Sinclair, Coordinator New England Area Center for Services to Deaf-Blind Perkins School for the Blind 175 North Beacon Street Watertown, Massachusetts 02172 (617) 924-3434	Massachusetts, Maine, New Hampshire, Vermont, Connecticut, Rhode Island
Mr. Jack English, Coordinator Area Center for Services to Deaf-Blind Children c/o The Callier Center 1966 Inwood Road Dallas, Texas 75235 (214) 638-1100, Ex. 16	Arkansas, Louisiana, Oklahoma, Missouri, Iowa
Dr. John Ogden, Coordinator Mountain-Plains Regional Center for Services to Deaf-Blind Children 1346 Lincoln Denver, Colorado 80203 (303) 892-2131	Colorado, Utah, Nebraska, Kansas, New Mexico, Wyoming, North Dakota, South Dakota
Mr. Ken Patten, Acting Coordinator Northwest Regional Center for Deaf-Blind Children 3411 South Alaska Street Seattle, Washington 98118 (206) 464-6694	Washington, Oregon, Alaska, Idaho, Montana
Mr. George Monk, Coordinator Midwest Regional Center for Services to Deaf-Blind Children 5th Floor, Davenport Building Ottawa and Capitol Lansing, Michigan 48902 (517) 373-0108	Michigan, Wisconsin, Illinois, Indiana, Ohio, Minnesota

CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

LESSON ONE

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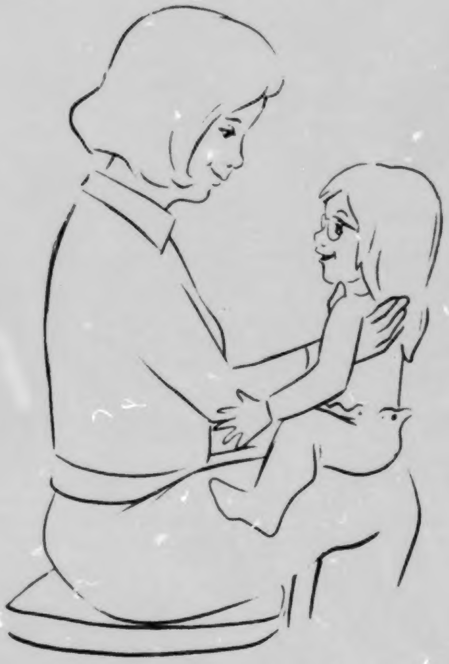
LESSON ONE

YOU AND YOUR CHILD

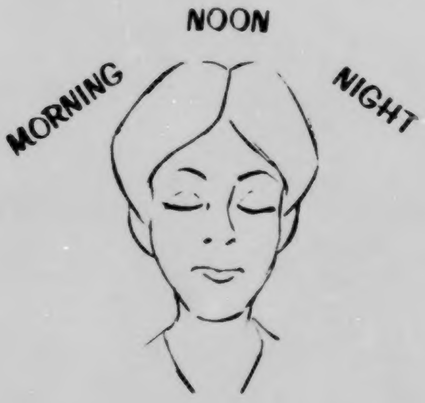


PARENTS NEED TO LEARN

In the Introduction to this Learning Program we talked about the difficult job that faces you and all parents of children who are deaf and blind. We pointed out that the job offers few immediate rewards or quick satisfactions: deaf-blind children are seldom warm and responsive to affection. Then, because it is difficult to go on giving affection when it isn't returned, parents begin to give as little as they get. There is often little enjoyment or satisfaction to be found in the relationship of parents with their deaf-blind children. To achieve a better relationship will be one of the first goals of this program.

LEARNING ISN'T EASY

We also told you, in the Introduction, that learning cannot be easy for any deaf-blind child. Children with these combined handicaps are apt to be far behind other children in many ways. This may be in large part due to their inability to see or hear. The slowness in development may also be due in part to the parents' lack of knowledge as to how or what they can do to encourage learning. In this program, we will give you some of the knowledge you need if you are to help your child learn.

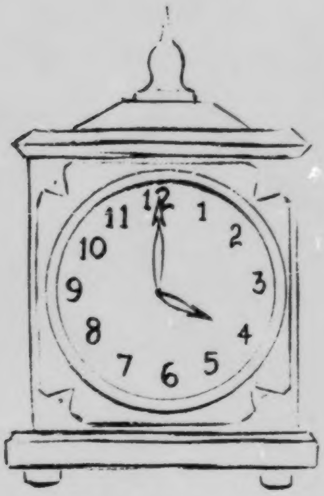


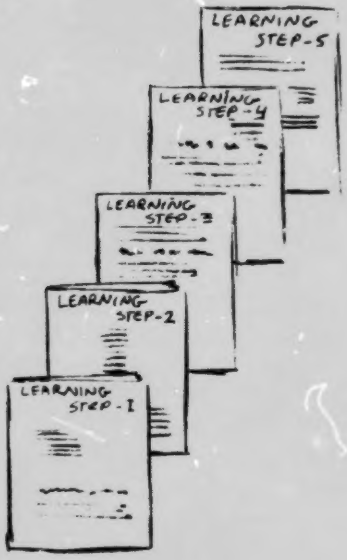
THE PARENTS' ROLE

Parents must play a big part in the early learning of all children. In our work at John Tracy Clinic with parents of deaf children, and with parents of deaf-blind children, we stress the role of parents. Learning must go on all of the child's day. It cannot be left entirely to any school or center.

ROUND-THE-CLOCK

It must be a round-the-clock, all day long program that will provide learning opportunities as part of everyday life. Parents are the only "teachers" who can see that this kind of learning takes place.



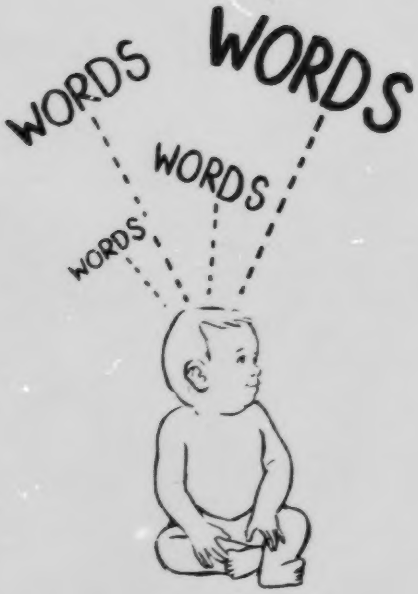


YOU CAN HELP YOUR CHILD LEARN

We are confident that most deaf-blind children can make more gains and show more progress if parents learn how to help them. These lessons will include LEARNING STEPS. They will also talk about your feelings and attitudes as a parent of a child with special needs. The LEARNING STEPS will provide practical and clearly outlined instructions suited to your child's level of development. They will enable you to deal with many of the problems often seen in deaf-blind boys and girls.

SOME COMMON PROBLEMS

We know that no two children are ever quite alike. The development, or the problems, of any two deaf-blind children are never identical. But here are some kinds of behavior, some difficulties in development, that seem to go along with the combined handicaps of deafness and blindness. In this first lesson, we will take a look at some of these. Your LEARNING STEPS will help you begin to overcome the difficulties.



RELATING AND COMMUNICATING

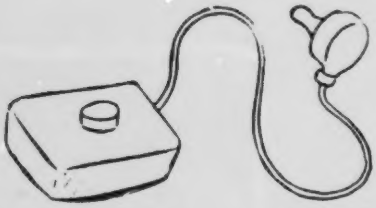
One problem concerns parents more than almost anything else. This is the difficulty in communicating with their deaf-blind children.

This is a problem shared by parents of children who have the single handicap of deafness. When a child cannot hear words, he cannot learn to understand them. Parents of deaf children get around this to a great extent by teaching their children to use their eyes. They teach them to lipread or to understand fingerspelling and sign language. They also teach their children to listen with the help of hearing aids. After they learn to understand words, parents and teachers begin to teach deaf children to use words - to express themselves.

USE VISION, USE HEARING

For a deaf-blind child this gets more complicated. The child may not see well enough to notice people's lip movements. And he may not hear enough, even with a hearing aid, to pick up much by ear.

Nevertheless, we will try to give each child the opportunity of learning to use every bit of vision and hearing he has.



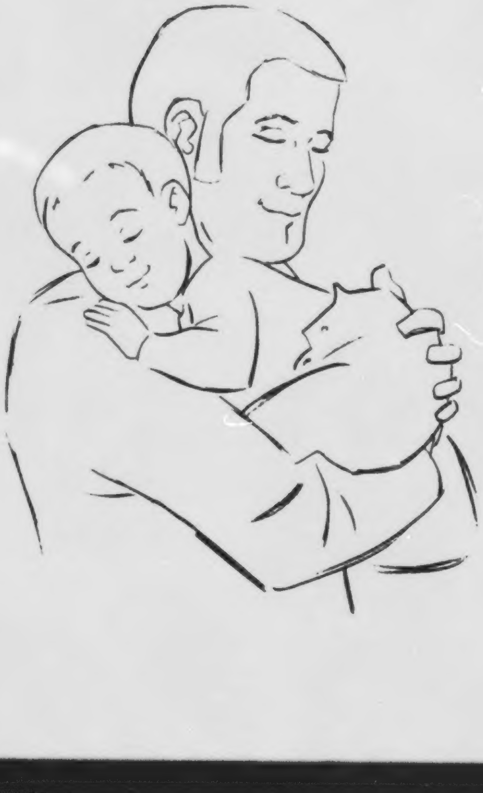
SPEAK AND SIGN

To do this parents must speak clearly and distinctly, near their child, face to face. You should be at a distance of one to two feet so that he can focus his eyes on your face and hands. Because of the combined visual and hearing difficulties we advise you to learn some standard hand signs, like those on the chart sent with the Introduction. Use gestures or signs along with spoken words. These signs, plus the words you say, can make it possible for you and your child to communicate.

MORE

In all you do, morning, noon, and night, with your child or for him - talk. Speak in simple and direct words. Give the sign that goes with the words and situation. Then, to help your child learn to sign, guide his hand in making it. This will reinforce the sign and help him learn to recognize it. And in time, with much practice, he will one day surprise you by signing to tell you he wants to eat, or go to the toilet, or have a drink of milk. The sign will be a far better way of communicating than a cry or scream.

Look for ways to enjoy your child: your time with him should be pleasant and happy. Reward every effort he makes with affection - a few words, a hug, or a loving pat.



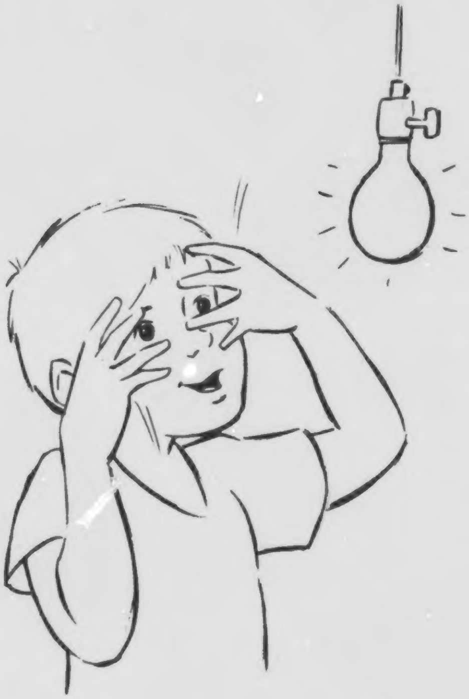
LOVE = CONTACT = COMMUNICATION

Right from the start we want you to begin developing communication. Say the words and make the sign in connection with all you do with your son or daughter. Also show your love. Be affectionate. Pick up and hold your child often. Before there can be communication, there must be contact.

At the same time, offer him all possible exposure to words and signs that are related to your child's daily activities. There must be a direct relationship between the word, the sign, and the situation.

SELF STIMULATING ACTIVITIES

Let's take a look at another kind of behavior. Children who have limited vision or hearing get little stimulation from outside themselves. They cannot see enough or hear enough of what is going on around them to be aware of the ordinary sights and sounds that liven up the lives of most children. Because of this, they often turn to self activities to pass the time. They stimulate themselves often with activities that are unattractive and that can become so engrossing as to interfere with other learning.



These self stimulating activities may include head bumping or rolling, excessive thumb or finger sucking, flicking the hands in front of the eyes or poking at the eyes. Also included could be teeth grinding, hair twisting, or masturbating.

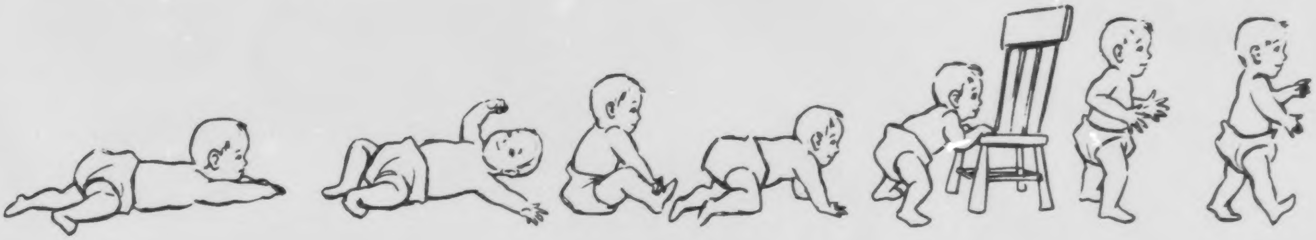
There is little parents can do in a direct way to end these undesirable activities. But we know that if you provide stimulation from other sources - from other family members, from changes in the environment - there will be less need for the child to seek stimulation from these habits. If there are other things and people to stimulate him, your child will not need to continue these activities.

ACTIVITIES LEAD TO LEARNING

In this lesson you will begin (with the LEARNING STEPS) to provide the interaction and stimulation your child must have if he is to move from his shut-in world and begin to take part in the world around him. You will learn to teach your child by acting or moving with him. This we think of as "co-action."

GROSS MOTOR DEVELOPMENT

Parents have told us again and again that their deaf-blind children are slow in learning to move around as other children do. They are usually behind in what is sometimes called "mobility" or gross motor development. They may be late in crawling or creeping, slow in learning to sit up, and even slower in learning to walk. Part of this slowness in learning to get around independently is directly due to their inability to see or hear: there is little to tempt the child to leave a safe and familiar place.



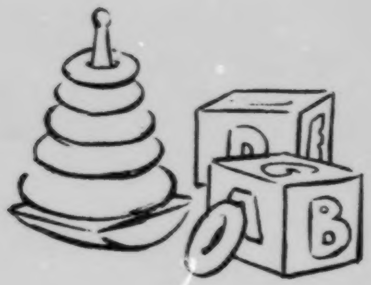
In an effort to protect their children from falls or bumps, parents of deaf-blind children tend to keep them in a crib, playpen or in their own room a great part of the time. This means that the child who is already slow to try new experiences may not have the chance to try them. If he is restricted to the small world of his crib or playpen, he will not have space or freedom to move around and strengthen his body and muscles. Then he is even less able to do the things other children do.

LIFTING HEAD
ROLLING OVER
SITTING UP
CRAWLING, CREEPING
PULLING SELF UP
STANDING
WALKING

FREEDOM TO LEARN

In our LEARNING STEPS on Gross Motor Development, we devote much thought to helping you train your child to learn to move with freedom and independence. (If he has any other problem such as an orthopedic or balance difficulty, check with his doctor or physical therapist.)

FINE MOTOR DEVELOPMENT



Fine motor development refers to the use of small muscles: it also involves eye and hand coordination. When a child's vision isn't good, he may be slow in learning to use his hands. He cannot see well enough to notice small objects that he might otherwise reach for and pick up.

REACH—AND GRASP

Most deaf-blind children do have some usable vision (especially those who have had cataracts and successful cataract surgery). The majority of these children can be trained to notice small objects. We begin training by using medium sized articles - bright colored, to attract their attention. We train the children to notice, reach for, and take hold of these objects.

LEARNING STEPS for Fine Motor Development begin with this lesson. Your child will be more capable of doing things for himself if he learns to use his eyes and his hands.

SKILLS FOR LIVING

One of the most discouraging things for parents of deaf-blind children is their child's inability to do things for himself. An untrained deaf-blind child can't take care of his own needs. Parents soon begin to tire of having to do everything for a child. Irregular sleeping, eating, and toilet habits, plus all the other demands, add up to quite a burden for parents.

A MUST: REGULAR ROUTINE

The starting point in developing dependable eating, sleeping, and elimination habits - a program of self-care - will be to establish a consistent daily routine.

On the next page we outline a sample daily schedule. Fill in a similar schedule for your own typical daily routine - then stick to it.

If you can hold to a daily routine suited to your family life, your child will benefit. If he eats and sleeps on a regular schedule everyday, his eating and sleeping habits will improve. Also you will see an improvement in his bowel and bladder control. His life will begin to have some order and organization.

- ✓ Eating.
- ✓ Toilet.
- ✓ Dressing.
- ✓ Brush Teeth.
- ✓ Wash Hands.
- ✓ Comb Hair.
- ✓ Bath.
- ✓ Bedtime.

LEARNING STEPS—SELF CARE

Once you settle on a regular daily routine - meals and naps and bedtime at the same hour day after day - you can look for some success with the LEARNING STEPS on Self-Care. The steps you need are with this lesson.

Please outline your own daily schedule, using ours as a model. Then go on to the remaining pages of this first lesson.

After that you should begin to use the self-care LEARNING STEPS.

You may feel that the schedule on the next page will keep you busy every minute. It won't! In fact, we can guarantee that if you get your child on a regular daily schedule you will have more free time than you do now. His demands will decrease.

Also, the different LEARNING STEPS seem to cover a great deal of territory. However, one series may duplicate information in another. This means that while you are working on Eating or Dressing/Undressing you can, at the same time, be covering Fine Motor. The activities overlap, and do not usually require separate or special practice.

TYPICAL DAILY ROUTINE

SUGGESTED TIMETABLE	(Adapt this to your own schedule)	YOUR TIMETABLE
7:00 a.m. (or 8:00)	Wake up your child by talking to him as you enter room, and by stroking him Bathroom, diaper (or training pants)	
8:30	Breakfast	
9:00	Bathroom Exercise (ten minutes), and Games (ten minutes)	
9:30	Get dressed	
10:00	Play in playpen or on floor (in safe area) OR outdoors in fenced or protected place	
10:30	Juice, bathroom	
11:00	Five - ten minutes play (fine motor activities) with mother	
11:15	Play in safe area	
11:45	Wash, then lunch	
12:30 p.m.	Bathroom, then nap	
2:00	Bathroom and juice	
2:30	Mother and child make cookies or pudding - something for supper OR Tactile-Kinesthetic (Touch-handle) experience: Play-dough Fingerpainting Water play, Sand (Child helps mother clean up)	
3:00	Juice Bathroom Play indoors or out	
5:00	Wash; supper	
6:00 (or 6:30)	Bath	
7:00	Learning games or story	
8:00	Bedtime! Pat your child to say "Good Night"	

HOW TO STUDY AND USE THE LEARNING STEPS

(These are individually selected
for you and your child)

HAVE YOU SETTLED ON A DAILY ROUTINE SUITED TO YOUR FAMILY AND TO YOUR HOUSEHOLD SCHEDULE? IF SO, FOLLOW IT AS CLOSELY AS YOU CAN EVERY DAY. THIS WILL BE THE FOUNDATION FOR LEARNING AND TRAINING FOR YOUR CHILD.

ONE AT A TIME

Choose whatever concerns you most - your child's eating habits, if they seem to be a problem. Or his sleeping habits. Or training him in one of the self-care skills. Choose one of the LEARNING STEPS and read it, think about it, and begin to apply it in your daily routine with your child.

After a few days, choose another, study it, and begin to apply that, also, as you take care of your little boy or girl. Time has to be spent in caring for your deaf-blind child. Make the most of it! Make your daily child care routines, and any play or little games worthwhile. Make them learning experiences.

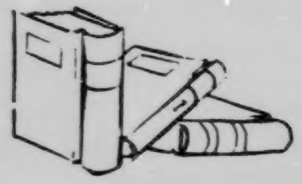
REPORT IN FOUR WEEKS

Within the next four weeks you should be consistently using the ideas outlined in all the enclosed LEARNING STEPS. Don't make hard work of them. If you feel you are getting somewhere in training and teaching your child, you will soon feel some pleasure in what you do with - or for - him. Four weeks from now, one month from the date you start this lesson, please send back the Report Form at the end of this lesson. Fill it in, and mail it whether you feel completely successful or not.

MUST YOU ANSWER EVERY QUESTION?

No! We do not require that you cover every activity, or that your child makes measurable progress before you report. We will give you longer with the lesson if you ask for more time. We won't rush you. This is an individual program that you can cover at your own pace, according to your child's development.

IF YOU HELP YOUR CHILD LEARN,
TOMORROW CAN BE A BETTER DAY



OTHER SOURCES OF HELP

PUBLICATIONS

Educational Beginnings with Deaf-Blind Children by Nan Robbins

Speech Beginnings for the Deaf-Blind Child - A Guide for Parents by Nan Robbins

Auditory Training in the Perkins Deaf-Blind Department by Nan Robbins

The Deaf-Blind "Rubella" Child by Nan Robbins and Gertrude Stenquist

(The price is $2.00 each or $6.50 for the set of four)

Perkins School for the Blind
Department for Deaf-Blind Children
Watertown, Massachusetts 02172

The Visually Impaired Child: Growth, Learning, Development. Infancy to School Age, by Carol Halliday. 1970. A useful manual for parents of visually impaired children; of help to parents of children who have visual and hearing impairments. (The price is $1.25 each.)

IMRC, American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

ORGANIZATIONS

American Foundation for the Blind, Inc.
Services for the Deaf-Blind
15 West 16th Street
New York, New York 10011

The National Association for Deaf-Blind Children
Mrs. J. Hills, Hon. Secretary
61 Sennelyes Park Road
Northfield, Birmingham 31, England

Other organizations and other books about children and the special needs of deaf-blind children will be mentioned in future lessons.

CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

LESSON TWO

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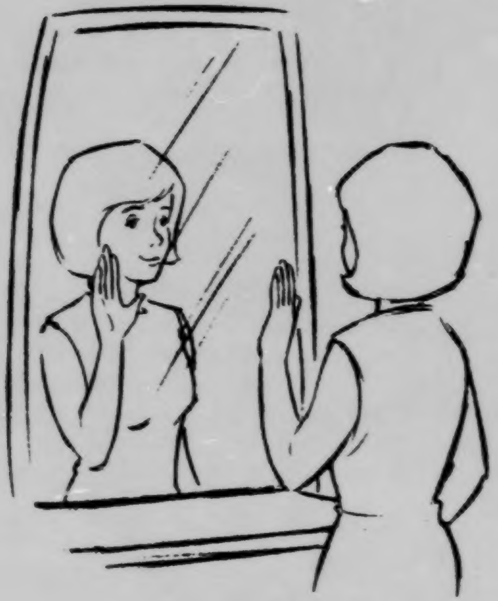
LESSON TWO

YOU AND YOUR CHILD

LOOK BACK

Before we go on to a discussion of visual problems, let's review the Introduction and Lesson One. Please take a quick look, also, at the LEARNING STEPS that were part of that first lesson. Each time you reread the lessons or LEARNING STEPS you will pick up something new.



Check yourself on the following:

DID YOU SET UP - AND FOLLOW - A DAILY SCHEDULE FOR YOUR CHILD?

DID YOU LEARN THE SIXTEEN SIGNS ILLUSTRATED IN THE INTRODUCTION AND THE FIRST LESSON?

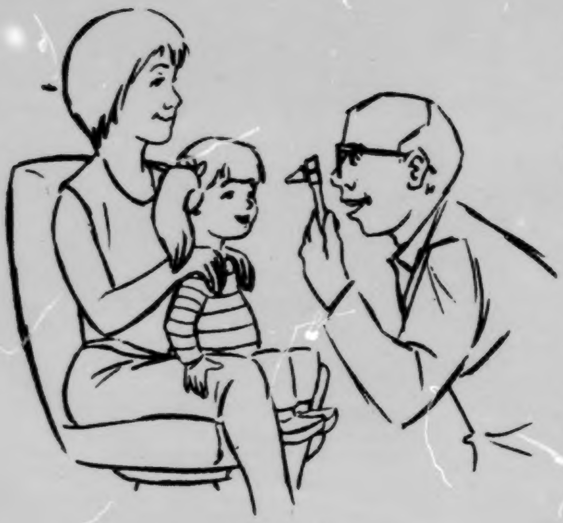
If you said "No" to the first question, please set up a schedule now. Line up a daily routine for yourself and your child. Stick to it! More order; better eating, sleeping, and elimination habits may result.

If you said "No" to the second question and are not using the signs, practice them five to ten minutes a day in front of a mirror. Then try to use them each day. Soon it will be second nature to speak - and sign - as you do anything for or with your child.

PROGRESS TAKES TIME

Please realize that all progress will take time. New skills will not be learned quickly. Study our instructions and use those ideas that are suitable, but do not look for immediate results. Each new learning task, each new routine must be practiced consistently, again and again, over a long period of time. Persistance, practice, and patience are necessary for progress.

SOME REASONS FOR POOR SIGHT



Why are some children born with poor sight? Among the deaf-blind children born in recent years most have impaired vision because their mothers had German measles (rubella) in pregnancy. However, other prenatal conditions can cause difficulties, too. A few children have poor sight due to problems associated with premature birth or with other difficulties at birth. Some problems may be related to hereditary (genetic) situations. Your child's eye doctor - the ophthalmologist - may be able to pinpoint the cause. Also, it is he who diagnoses and treats eye problems no matter what the cause.

WHAT PROBLEMS ARE INVOLVED?

Most of the rubella children who are considered deaf-blind have cataracts and/or glaucoma. Some children with muscular weaknesses, those that are farsighted or nearsighted, or those who have any other visual problems should be seen by an ophthalmologist. He will decide what medical or surgical procedure is necessary and when it should be carried out. He prescribes glasses if necessary. And he should recheck your child's eyes at regular intervals.

LEARNING TO SEE

Most deaf-blind children have some usable vision. Some of the causes of impaired vision, such as rubella, usually result in partial loss of sight. Therefore, it is important to follow the doctor's advice and to get glasses if prescribed. Your child most likely has some vision. This must be preserved or improved if possible by medical or surgical treatment, or glasses. Contact lenses may be prescribed. If so, ask about tinted lenses. It is easier to notice that a tinted lens is missing if it is dislodged, and easier to locate if it falls to the floor. Some children seem to do very well with contact lenses. Then: your child must learn to see.

THIS WILL NOT HAPPEN OVERNIGHT

Some parents think their children should begin to notice things the minute they have eye surgery and begin to wear their glasses. This does not happen. They must learn to use their vision. And, as with all deaf-blind children, whether they have had surgery or not, we must begin a program of visual training. We must help them learn to use their eyes. Training your child to look will be part of the LEARNING STEPS that begin with this lesson.

SOME POINTS

VISION CANNOT BE DAMAGED BY USE.

THE MORE YOUR CHILD LEARNS TO LOOK, THE MORE HE WILL PERCEIVE.

IF GLASSES ARE PRESCRIBED, EXPECT YOUR CHILD TO WEAR THEM.

LEARNING TO LOOK TAKES PRACTICE.

TAKE CARE OF THE GLASSES

A few words about your child's glasses: we said "Expect him to wear them if the doctor has prescribed them." Many parents feel timid about getting a child to keep his glasses on. We find that the parents' attitude is most important. Expect your child to wear his glasses, just as you expect him to wear his clothes. Children often do what is expected of them. Take an attitude of firm expectancy - a no-nonsense attitude of expecting the glasses to be worn! If he removes the glasses, quickly put them back on.

An elastic band (available at athletic stores) or strips of Velcro* attached to the bows of the glasses will hold the glasses in place. The Velcro strips, which are more comfortable than the elastic band, can be wrapped around the bows and sewed securely, then overlapped across the back of the head.

Keep your child's glasses clean. They may get smeared while your child is into some "messy" activity, such as feeding himself or fingerpainting. If so, let him finish the task unless the glasses are badly smeared. When he is finished whatever he is doing, take the glasses off and clean them at once. A box of tissues in each room will make it easier to do this.

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*Velcro is a trade marked self-adhering fabric. Look for it at notion counters or variety stores.

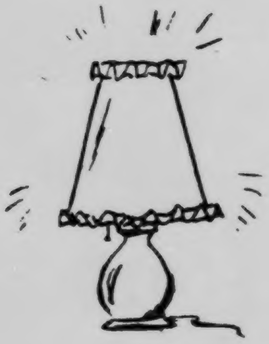
SOME BLINDISMS

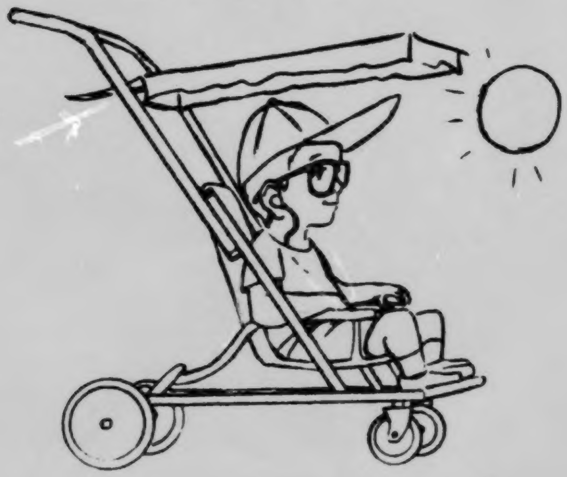
In the first lesson, we mentioned some characteristics seen in many deaf-blind children. Some of these are common even to blind children with normal hearing. They are known as "blindisms." These may include poking at the eyes, flicking the fingers in front of the eyes (to break up a light pattern and provide some pattern of movement), and staring into light. It is essential to interrupt these habits. Give your child something else to do, occupy him with some attention or activity, if he pokes or stimulates his eyes in these ways. These undesirable habits prevent children from learning to use their sight.

WHAT TO DO ABOUT THEM

1. Much light gazing can be avoided if you mask the source of bright light.

2. Be sure all light bulbs are screened by a shade. Use semitransparent curtains to soften sunshine or glare.



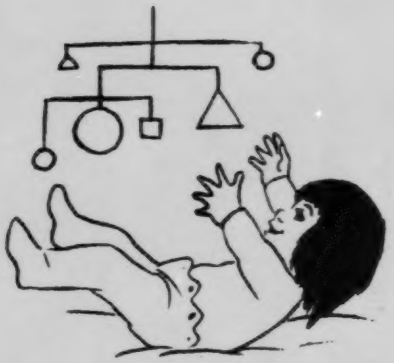


3. Place your child's bed, playpen, his eating chair or table, even his play area - so that he cannot look directly into lamplight or outdoor glare.

4. A cap with a brim or hat worn when your child goes outdoors, and a sun screen or hood on his stroller or carriage can help, too.

GIVE YOUR CHILD BETTER THINGS TO DO

Because these "blindisms" (we use the term because it is in common use among teachers and parents) are often stubborn habits, it is not easy to end them. There is not much you can do in a direct way. But, sometimes by changing your child's situation, you can interrupt this kind of behavior. Move him; occupy his hands and attention with something else.



Change his surroundings. Offer stimulation outside himself: a shiny unbreakable mirror to reflect his moving image, a bright colored toy or mobile to catch his attention, a few moments of your full attention with a song or conversation. The LEARNING STEPS that accompany this lesson and those you received with Lesson One provide a wealth of ideas for constructive activities. Use them for their intended purpose, such as developing self-care skills, but realize they will at the same time help your child learn to use his eyes.

THE FOLLOWING PAGES suggest ways to adapt your household arrangement to allow a visually impaired child freedom to explore with safety.

IN THE NEXT LESSON

We will discuss hearing and hearing aids.

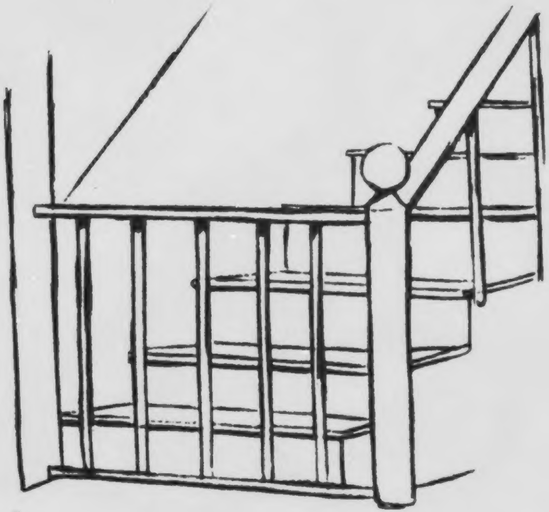
YOUR CHILD AND YOUR HOUSE

FREEDOM WITHIN SAFE LIMITS

We have mentioned that you should shield bright lights to discourage your child from staring into them. That is one way you can adapt his surroundings. Other simple changes in your household arrangements can insure your child some freedom to move about - freedom within safe limits.

STAIRWAYS CAN BE A HAZARD

In many homes there are few steps or stairways. But if your house has an open stairway, protect it with a gate or barrier. Otherwise a visually impaired child can walk off the top stair and have a bad fall. Unprotected, it can be a mental hazard for you, and a safety hazard for your child. Let him play freely without this extra danger. If you have steps in your house or on an outside porch, begin to teach him to go up and down as soon as he learns to move around independently. Teaching your child to go up and down stairs will be covered in an advanced LEARNING STEP.



TURN HAZARDS INTO LEARNING EXPERIENCES

As your child starts to move about, take every opportunity to make him more aware of his environment. If the stove is hot, take him up to it. Hold his hand near the heat and say HOT! If he is going to trip over or bump into something, make him aware of the object by leading him to it. Guide his hands over it, and then let him find his way around.

By introducing your child to possible hazards, you are helping him build concepts of his surroundings. You are helping him to become a more independent individual.

AVOID DANGERS

Put all potentially dangerous or toxic substances in high cabinets with safety catches or in locked cupboards.

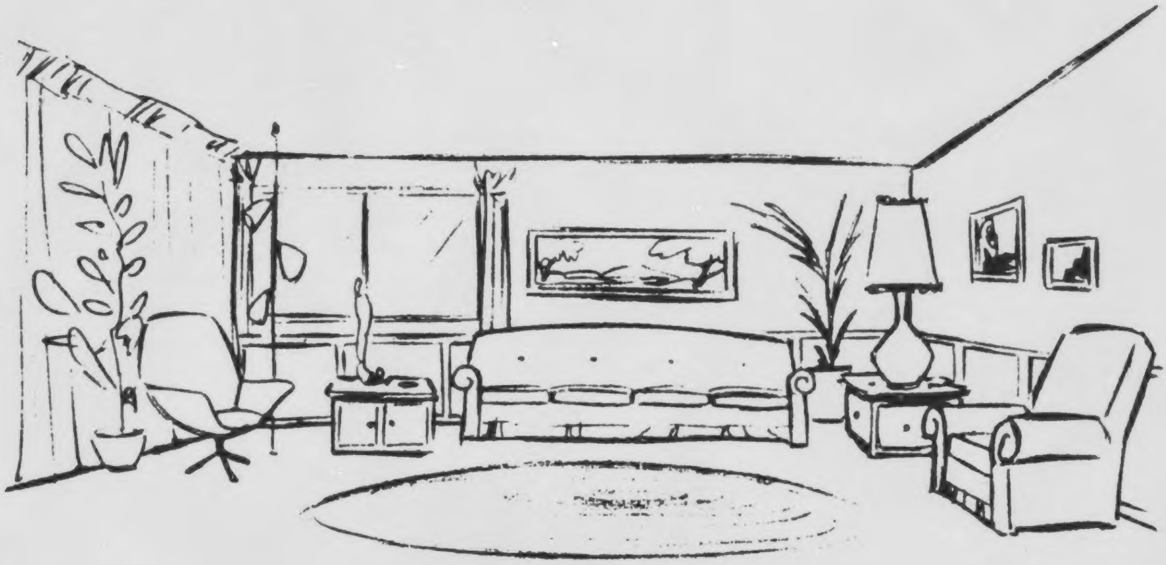
Replace electrical wall outlets with tamper proof outlets.

Avoid dangling electrical cords.

Turn pan handles in, while cooking on the stove.

Put safety catches on outside doors and gates.

Cover sharp corners (on coffee tables, for instance) with Velcro or masking tape.



ARRANGING AND REARRANGING FURNITURE

Many housewives enjoy changing the arrangement of furniture. If you do this, it is best to have your child "help" you so he is aware of the change. This can be fun for both of you, and at the same time a constructive learning experience for your child. However, your child's furniture, toys, and clothing should be left in the same place. If there can be some low hooks in his closet or a toy box for shoes, rubbers and boots, your child will learn where his things belong. It is important that all children become a part of family life and assume appropriate responsibilities.

YOU—AND YOUR FEELINGS

HOW PARENTS FEEI

In this lesson we have discussed the importance of involving your child when rearranging furniture, so your child becomes familiar with the home environment. We also suggested that you eliminate the hazard of open stairways and reminded you to avoid having your child spend time in a place where he is attracted to glaring light. There will be other "What to do and how to do it" ideas in the LEARNING STEPS of this lesson. For now, let's think about your feelings as a parent. We have known many parents of children who have special problems and special needs, and we know that parents often feel better when they have learned to express their feelings.

AT FIRST

The reaction of most parents to the fact that their child is in any way handicapped is one of shock and disbelief. All of us are afraid of anything unknown, and when parents first face the knowledge that their child is different, they do not know what is ahead. Parents fear the strange and the unknown, and also may feel disappointment. They have had great hopes - looked forward to this child - and now fear that their hopes cannot be realized. In addition, they may feel guilty, and blame each other. Many parents have told us of feeling helpless and of not knowing what to do to help their child.

REPLACE BAD FEELINGS WITH GOOD

All this is natural. Parents cannot help but feel shock - and disappointment, possibly anger. One has a right to these feelings, but then it becomes necessary to move on, to replace the early feelings with determination to help the child. You can get to this point more easily if you can express your feelings of anxiety and cast off the burden of sadness and disappointment.

HOW

Sometimes the best way to get rid of unwanted feelings is to share them. If parents feel greatly upset or depressed, to the point where they can do nothing for themselves or their child, it is wise to seek professional counseling from someone skilled in parent-child relationships. Your family doctor or someone associated with Services for Deaf-Blind Children can, no doubt, suggest a source of help, or you can call your nearest Family Service Agency.

SHARE YOUR THOUGHTS WITH OTHERS

Another source of comfort and encouragement, and a chance to express your feelings, can be found with other parents who face the same problem. Try to locate another family with a deaf-blind child, possibly through your Services for Deaf-Blind Children, or the nearest class or school enrolling children like yours. Join a parent group if one exists in your community. Also, please count on us! As a member of our large correspondence family, you will soon realize you are not alone. We will "listen." You can "talk" to us through your reports and letters. Right here is a possible source of help: the lessons, reports, and letters of our Correspondence Program.

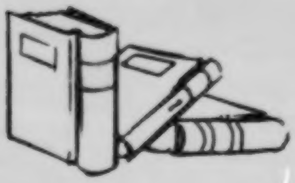
OTHER CHILDREN IN YOUR FAMILY

One special concern of many parents is the possible effect on brothers or sisters in having a deaf-blind child in the family. They worry about the time and attention they must give their deaf-blind child, sometimes leaving little time for the other boys and girls. We believe that it is not so much the quantity, but rather the quality, of time spent with a child that matters. Make the time with each child count. If each child is loved, and knows it, the number of minutes or hours spent with him will not be so important. Children grow up under a great variety of conditions, and survive very well if they have a good relationship with parents. Each day try to save a few minutes for each child; make this a special gift of your undivided time - his alone. This special time can cement the close relationship and assure him he is loved.

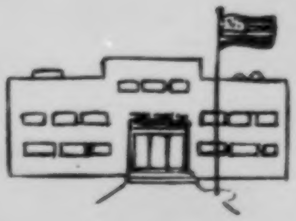
If you have other children, let them help. Don't demand that older children be "on call" constantly, but expect each school age child to take responsibility for his little brother or sister for fifteen or twenty minutes at a certain time each day. This, in turn, will result in some free time for you to spend enjoying all your children.

TIME-OFF—A PRACTICAL HINT

We always like to end a discussion by offering a few practical tips or hints that other parents have found helpful. Because we know how demanding a deaf-blind child can be, we feel that parents need some relief from this full time job. We may have said this before. And we may say it again. Manage some time away from the demands of your child, if at all possible. A half an hour in the afternoon can get you through the day. An occasional afternoon or evening off, with your child under dependable care, can work wonders. You can be a better parent, almost anyone would agree, if you can get away occasionally from the never ending demands your child may make.



OTHER SOURCES OF HELP



WITH LESSON ONE WE SENT INFORMATION ON AGENCIES OR ORGANIZATIONS THAT MAY BE HELPFUL. NOW WE WOULD LIKE TO MENTION SOME OF THE PUBLICATIONS AVAILABLE FROM THOSE CENTERS OR OTHERS THAT WE FEEL ARE ESPECIALLY VALUABLE FOR PARENTS OF DEAF-BLIND CHILDREN.

A Parent's Guide to the Early Care of a Deaf/Blind Child. Part I. by Peggy Freeman. 60 p. British or $1.38 (including postage) American. This is the first in a series which will be concerned with the care of a deaf-blind child by his parents from birth throughout the childhood years written by a mother of a deaf-blind rubella child.

ORDER FROM:

National Association for Deaf/Blind and Rubella Children
Hon. Sec. Mrs. J. Hills
61 Senneleys Park Road
Northfield, Birmingham B31 1AE
England

Handling the Young Cerebral Palsied Child at Home, by Nancie R. Finnie. ($3.50) This book, although written for the cerebral palsied child, has excellent practical suggestions for helping any child develop independence.

ORDER FROM:

E.P. Dutton & Company, Inc.
201 Park Avenue S.
New York, New York 10003

Independent Living Without Sight and Hearing, by Richard Kinney ($3.00). The author, although he lost his vision and hearing after birth, provides a keen insight into the use of the senses. A realistic and optimistic guide for parents and children, even though not everything in it will apply.

ORDER FROM:

The Hadley School for the Blind
700 Elm Street
Winnetka, Illinois 60093

Talk to the Deaf, by Lottie Riekehof ($4.95). An excellent guide for mastering sign language and the manual alphabet. This is a "must" for parents.

ORDER FROM:

Gospel Publishing House
1445 Boonville Avenue
Springfield, Missouri 65802

Toys for Early Development of the Young Blind Child (Free). A worthwhile guide for selecting toys for each level of development.

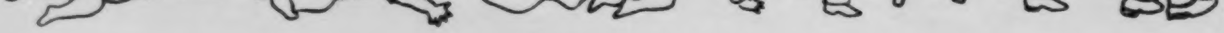
ORDER FROM:
Eric Document Reproduction Service
Leasco Information Products, Inc.
Post Office Drawer O
Bethesda, Maryland 20014

Minimal fee involved - order by I.D. #ED 065 201

NOTE: When ordering books or requesting information, identify yourself as a parent of a deaf-blind child.

CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

LESSON THREE



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LESSON THREE

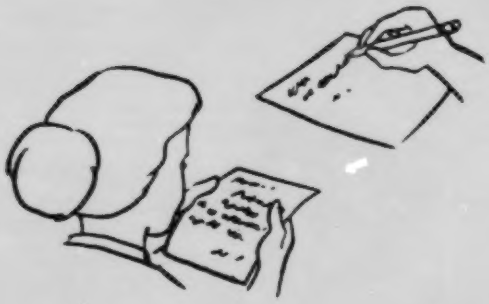
YOU AND YOUR CHILD

A QUESTION

What would it mean - how would it affect you - if you suddenly lost your hearing?

NUISANCE VALUE

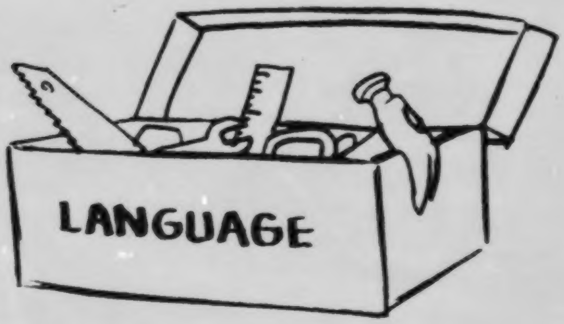
Surely it would be most inconvenient. You would find it uncomfortable to live in a world of silence; you would miss the ordinary sounds of living. You would find it difficult if not impossible to carry on a conversation. But wait a minute! Think! You could still communicate.



Even if you were not able to hear your own voice, you could talk. And if the person to whom you talked couldn't make you understand his speech, he could write a message. You could still communicate, one way or another. Communication might be difficult, but it would be possible.

A VALUABLE BOX OF TOOLS

Why? Simply because you already have what some have called the tools of the trade. You would have the language, the vocabulary, so that in speech or writing you could communicate.



A CHILD BORN DEAF

The situation of a child born deaf, who cannot easily pick up language, is different. Fortunately we can amplify sound and train him to use any hearing he has no matter how little it may be. We can also train him to look at the speaker's lips, his facial expression, or hands. By doing these things, we can help a deaf child begin to understand ideas and thoughts expressed by others. We can help him learn words. He can to a certain degree acquire that "box of tools" known as language.

POOR VISION MAKES IT HARDER

It's easy to realize that when a child is visually impaired as well as deaf or hard of hearing, this job of teaching him to communicate is much more complex. Because both vision and hearing are limited, we include visual and auditory training ideas - we must also make full use of all other avenues of learning, in all the LEARNING STEPS.

SENSORY AWARENESS

These other avenues include the other senses. We must make use of all five senses as part of everyday real life experiences in the lives of our children.

What we might call awareness or memory of movement is important, too. This is sometimes referred to as the kinesthetic or muscle sense: a sense that tells us what our muscles are doing. The child who learns to use this sense can remember how he used his hands or body, his tongue or jaw. Then he can make the same movement or set of movements when the same situation comes up again.

SIGHT

HEARING

TOUCH

SMELL

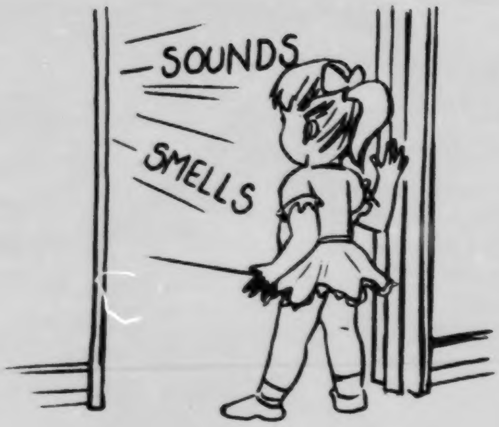
TASTE

and the

'MUSCLE' sense

MULTISENSORY TRAINING

All these senses will be engaged not only in developing communication but also in helping a deaf-blind child overcome the difficulties in the way of learning to move about. Multisensory training can pay dividends. Fortunately most deaf-blind children have vision that (once they learn to use it) can help them walk independently. But even so, awareness of sound and smells in their environment, and memory of how they moved their bodies in getting from one place to another, are essential.



SENSES—AND EXPERIENCE

Sensory awareness of things he can hear, see, touch, or experience can add greatly to the ability of any deaf-blind child to communicate with people around him and to feel at home in his environment. Anything he can sense - see, hear, feel, smell or be actively involved with in any way - will add to your child's mobility. At the same time, these experiences will add to his ability to understand others and express himself.

Put yourself in your child's place. Think of visual cues he might pick up, once he learns to look. Listen for sounds that would provide clues as to where he is. Touch the walls, the furniture, steps, and so on. Grass underfoot, carpeting, or a bare floor can be felt with the soles of the feet. Notice the perfume (or shaving lotion) someone in the family is wearing. Think of the "kitchen smells" that tell you dinner is nearly ready! Become aware: open your own eyes and ears. Be sensitive to textures and vibrations and scents or odors. Then you will be able to help your child open his eyes and ears and use his other senses to pick up small bits and pieces of information. Together these can help him gain knowledge of his surroundings and relate to people in his environment.

HEARING—NOT HEARING

NERVE (SENSORY OR NEURAL) DEAFNESS

If a hearing loss is severe enough to interfere with a child learning to talk, parents are almost always told the problem is "nerve deafness." When the trouble isn't in the outer or middle ear (easily checked by the ear specialist) the problem is usually assumed to be in the inner ear or beyond. Sensory-neural or nerve deafness, unfortunately, cannot be helped by medical or surgical treatment, although much research is now going on. In our present state of knowledge the only help for deaf children is in training, education, and the use of hearing aids.

A MEDICAL CHECKUP IS IMPORTANT

When parents suspect a child is deaf they should immediately have his ears examined by an ear specialist, an otologist. If this has not been done for your child, ask the doctor who looks after him to refer you to an otologist. It is he who will make a diagnosis, clear up any medical problems that may complicate the nerve deafness, and refer your child for hearing tests and consideration of a hearing aid if and when he feels your child should have one. The person who does the hearing test and recommends a hearing aid is an audiologist, professionally trained in this field. He will in turn advise which hearing aid (possibly any one of several makes) is suitable. You will buy the hearing aid from a local hearing aid dealer who fits an individual earmold to your child's ear, and who provides continuing repair service. He represents the manufacturer.

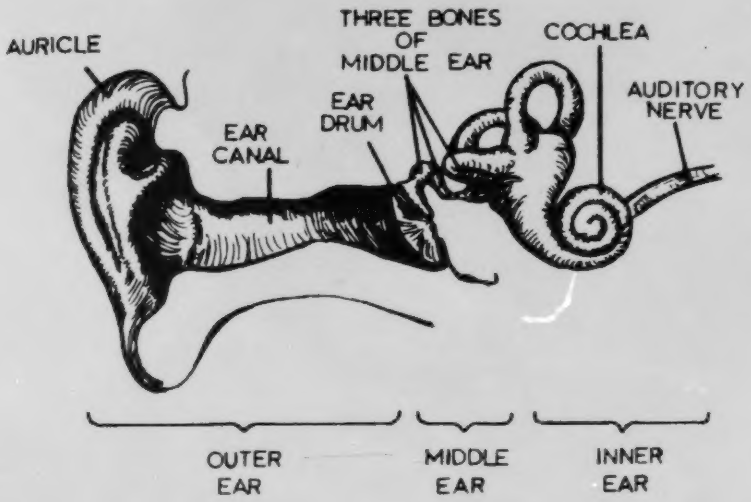
YOUR CHILD COMES FIRST

In all this, your child's best interests must be considered. He should be subjected to all necessary tests. You should follow the original examination and tests by seeing that your child has reexaminations at recommended intervals (at least once a year) by the otologist and audiologist.

THE EAR

Let's for a minute, consider the ear and how it works.

1. Outer ear:	The part you can see, plus the ear canal.
2. Middle ear:	Three little bones that conduct sound vibrations from the eardrum to the inner ear.
3. Inner ear:	The hearing organ (the cochlea) and the auditory nerve that leads to the hearing center in the brain.



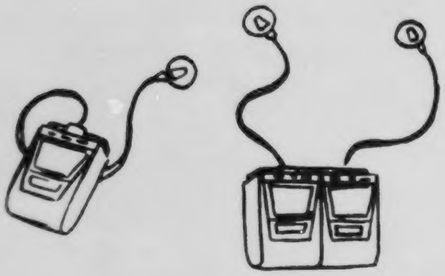
You can see that the inner ear and its assorted parts are deep inside the skull and hard to get to. This has made study of the inner ear difficult and research slow. Damage to the inner ear can't be seen. At this time, it can't be corrected. But the use of a hearing aid and auditory training can often result in better use of any remaining hearing a child may have.

THE AUDIOLOGIST AND THE AID

The audiologist will recommend the hearing aid that is best suited to the child's hearing ability. If in doubt as to the degree of deafness, he may be conservative in his recommendation and suggest a "starter" aid. This aid, sometimes a "loaner," provides only mild or moderate amplification, which avoids the possibility of over-amplifying sound if it later is determined that the child's hearing loss is mild or moderate. At the same time, it offers enough amplification that it may help focus the child's attention on sound.

ONE AID OR TWO

The audiologist will advise on the kind of fitting (one aid or two), a choice of dependable brands, and the selection of a hearing aid dealer. Convenience, dependability, fast repair service, and skill in fitting a young child are considerations.

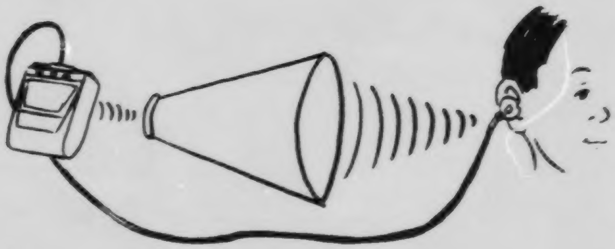


AUDITORY TRAINING: LEARNING TO LISTEN

In the LEARNING STEPS in this Program, there are many ideas for auditory training: some you've no doubt used already. We've incorporated "Listening Ideas" into the instructions not only on Communication, but also as part of those concerned with Motor Development and Self-Care skills. With this lesson we include a list of sources of sound found in almost every home. Household appliances, doorbells, telephone bells, musical or rhythmic instruments, and toys: all may be used in training your child to listen.

HEARING AIDS

Keep in mind that the hearing aid offers no quick answer to your child's hearing problem. It can help him hear. It cannot make him hear.

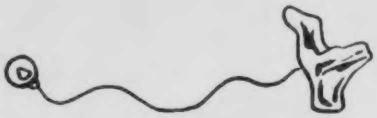


WHAT CAN IT ACCOMPLISH?

It can make sound seem louder to the listener; it can "pipe" sound directly to the listener's ear. It cannot change anyone's hearing ability, or help a deaf child hear sounds as you or I hear them. The aid amplifies sound or makes it seem louder, but in doing this there is some distortion of sound. The sounds a deaf child hears are meaningless and a jumble, so deaf children must learn to sort out the sounds.

THE HEARING AID HAS THREE MAIN PARTS

The hearing aid is something like a public address system or a radio. It is electrically run on transistor batteries, and it consists of just a few parts.



The tiny microphone, which picks up sound and changes it to electric signals, and the amplifier, which strengthens the signals, are concealed in the main part of the hearing aid. This is usually in a case not much bigger than a matchbox.

MICROPHONE

AMPLIFIER

RECEIVER

The receiver (a small button snapped on the child's earmold) is attached to the microphone and amplifier by a fine cord. The earmold itself is made of plastic and must be refitted as the child grows.

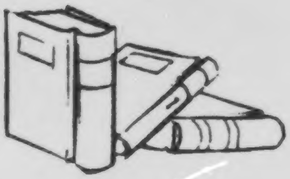
HOW DO YOU FEEL ABOUT THE AID?

The first problem parents encounter may be their own feelings. They must accept the idea of the hearing aid and believe in its value. Only then can they confidently expect their child to wear it. Deaf-blind children seem sensitive to our feelings: if we are not firm about expecting the child to wear the aid, what happens? What happens is that he probably won't accept it.

SURE HANDS BUILD CONFIDENCE

But when parents move with assurance, and with firm, confident hands to put the aid on and slide the earmold into the child's ear, he senses their confidence. They expect him to wear the aid. Their hands and body and attitude convey this message. Nine times out of ten a child does what's expected, if he knows what parents expect of him.

PROBLEMS	POSSIBLE SOLUTIONS
Child pulls out earmold:	Tape it in place. Use an easy-off tape (Dermicel, or other tape available at the pharmacy). A soft bonnet or headband may help.
Child takes aid off:	Have him wear it under his outer shirt to protect it from spilled food or liquids and from busy fingers. (The aid can be worn in a harness type carrier, ordered through the hearing aid dealer or made at home, or in a pocket added to an undergarment.)
Power Failure:	Replace batteries. (Keep a supply on hand.) Replace the cord. (Have a spare or two.) If the aid still doesn't work, have the dealer check it. Do not open the case or attempt to repair it yourself.
Feedback Whistle:	This may indicate a cracked or poor fitting earmold (children outgrow them), or that the ear-piece and microphone are too close together. Check with the audiologist or hearing aid dealer.
No noticeable results:	The hearing aid must be worn consistently and the child must have help in learning to listen (over a long period of time).



OTHER SOURCES OF HELP

BOOKS AND PUBLICATIONS

Children of the Silent Night, by Perkins School for the Blind (Free newsletter)

ORDER FROM:

R. M. Campbell Associates
Academy Avenue
Saxtons River, Vermont 05154

Nat-Cent News (Free newsletter)

ORDER FROM:

National Center for Deaf-Blind Youths and Adults
105 Fifth Avenue
New Hyde Park, New York 11040

Helping Hands (Free newsletter)

ORDER FROM:

Central Regional Centers and Services for Deaf-Blind Children
Minnesota Department of Public Welfare
Centennial Building
St. Paul, Minnesota 55155

Copies of the Manual Alphabet (You may want a few for family and friends).

Card: Shows how your hand looks to you and to the person to whom you are fingerspelling. (15¢)

ORDER FROM:

David O. Watson, Jr.
Winneconne, Wisconsin 54986

Leaflet: Clear photographs of hand positions. (Free)

ORDER FROM:

American Foundation for the Blind
15 West 16th Street
New York, New York 10011

PUBLICATIONS ON FOOD AND EATING

A Guide to Good Eating
Choose Your Calories by the Company They Keep
Food Before Six
Every Day Eat the 1-2-3-4 Way
My Growth Record
(Free)

ORDER FROM:

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

or check your telephone book for a local listing.

Osterizer Guide for Feeding Baby Better. Ideas and recipes.
(Free)

ORDER FROM:

John Oster Manufacturing Company
Department A
5055 N. Lydell Avenue
Milwaukee, Wisconsin 53217

Eating Problems of Children

ORDER FROM:

New York State Association for Mental Health
105 E. 22nd Street
New York, New York 10010

Note: Mention of products or manufacturer's publications does not imply a recommendation of the product.

JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

LESSON FOUR

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LESSON FOUR

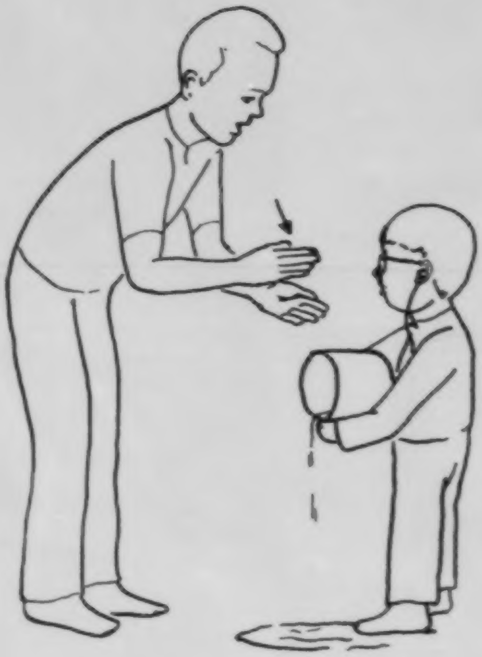
YOU AND YOUR CHILD AND DISCIPLINE

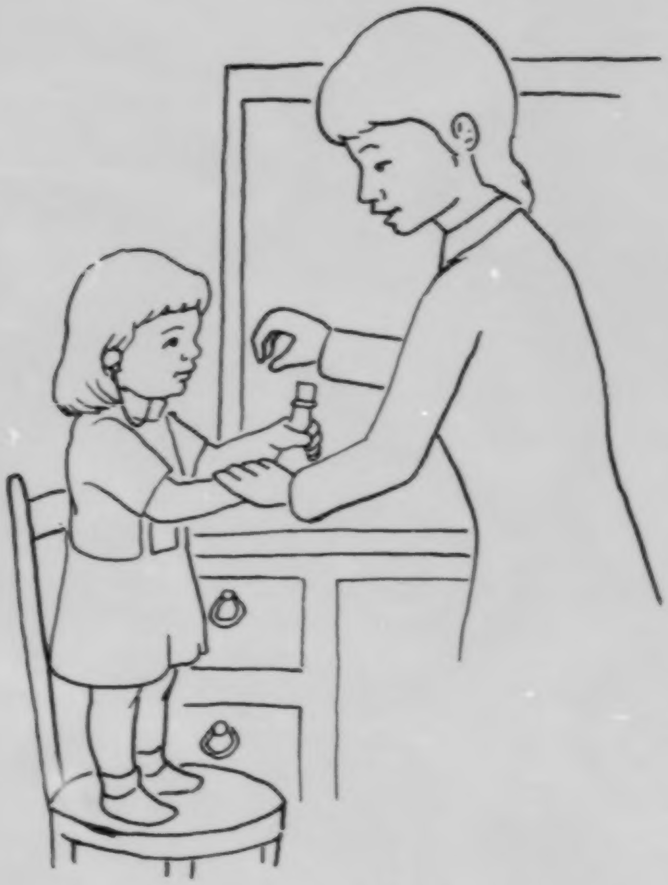
WHAT IT'S ALL ABOUT

Discipline doesn't necessarily mean spanking or saying "No." Long before parents begin doing either, they have started to discipline their children. From the minute they are born, babies begin to learn there is a time to eat, a time to sleep, a time to play, a time to be dressed or bathed or diapered. If they have loving parents, they soon learn they are loved. They learn that there's someone on whom they can depend. All this - becoming accustomed to a regular schedule and discovering that there are people who are dependable - is discipline of the best kind. It can be the basis for future learning. Later, as a child gets older and begins getting into things, parents may use punishment as a means of discipline. But discipline does not mean to punish: it means "to learn" or "to teach." That's what discipline is all about. You begin to discipline your deaf-blind child as soon as you start to get him on a regular eating - sleeping - daytime - nighttime - quiet time - playtime routine. With a regular schedule, you lay the foundation for discipline.

SET SOME LIMITS

The time comes when your child is old enough and active enough to get into trouble and you then find it necessary to try other kinds of discipline. As soon as he becomes self-sufficient enough to get into things he shouldn't, you have to start to teach him what he can do and what he can't. He has to learn what his limits are, and what is off limits for him. He has to learn to understand "No" and "Stop" and "Don't do that."





HOW TO DISCIPLINE—AND WHEN

For most children, this kind of discipline begins to be necessary soon after the first birthday, if not before. As soon as they begin to walk, or sooner if they scoot around quickly on their hands and knees, children begin to get into trouble. They may endanger themselves or be in great danger of becoming housewreckers, so parents step in with firm rules, and say "No" or "Stop" dozens of times a day. Deaf-blind children may be older before they become physically independent or aware of all the tempting objects or places they'd like to explore. But sooner or later they, too, begin to need on-the-spot discipline. They need to be taught what they may do, and where they may go.

ANGER IS CONTAGIOUS

If a child is constantly getting into things, and if he isn't even on any regular, consistent routine, his behavior may get completely out of hand. Mother and father may feel frustrated, begin to get upset, and then their child reacts with his own anger - possibly screaming and kicking because he has no other way to say "I'm mad!" Parents may feel almost overwhelmed with the problem, as the need for discipline becomes urgent.

WHAT TO DO ABOUT IT

If you are concerned about getting your child to behave, and find that your efforts end with both of you being frustrated, think back to our first lesson in which we talk about the need for a regular daily routine. Have you followed a consistent daily schedule as we suggested? Your attempts to help your child learn how to behave will be infinitely more successful if you establish a set routine that is the same day after day. The importance of this cannot be overemphasized. A regular pattern for living, with definite times to eat and sleep, to be with you, or to be alone; with one thing happening after another in an orderly fashion, will bring organization and structure into your child's life. A timetable, faithfully followed, will provide built-in discipline. To a noticeable extent, it can cut down on the "No's," the spankings, the frustrations, the temper tantrums that make life difficult for many young children and their parents.

AVOID TROUBLE WHEN YOU CAN

The easiest way to discipline is to avoid the need for it. That is - let a regular schedule, physical barriers such as gates and fences, and clear, definite, consistent rules do the disciplining for you. If you feel discipline is a serious problem, and if you feel you need to do something about it, plan on a few days spent in observing and making notes on the times your child has to be told "No." Note the times he has a tantrum. Think about what caused it - and what to do about it.

MAKE A CHART

Keep track on the chart that is part of this lesson of the times each day when you have to stop your child from doing something. If he has a temper outburst, make a note of what caused it, how you handled it, how he reacted, and whether you feel you succeeded in teaching your child that his behavior was not acceptable to you. What did you do to help him learn right from wrong? Was your attempt at discipline successful? Did you keep cool, or did you get as frustrated and as angry as your child did? Parents have a right to angry feelings, but have to handle their feeling in an adult way.

WHAT CAUSES BLOWUPS?

Make a copy of the chart for each new day. After as short a time as three or four days, you may be able to pinpoint some trouble spots and eliminate them. If, for instance, you find that your child gets into trouble in the kitchen, a gate across the kitchen door (the physical barrier we mentioned) might eliminate that problem. If he gets into trouble (and you get cross) in the late afternoon everyday, perhaps you and he both need a rest, or at least a short "quiet time" away from each other. That could solve that problem.

You may soon see a pattern emerge. You may find you can discipline by avoiding the situation that causes trouble. It's always better to avoid a head-on collision than to try to pick up the pieces after it's happened.

YOUR CHILD AND DISCIPLINE

CHART YOUR CHILD'S BEHAVIOUR AND TEMPER TANTRUMS

MORNING	WHAT BEHAVIOR DID YOU TRY TO STOP?	WHAT DID YOU SAY (OR SIGN) AND DO?	HOW DID YOUR CHILD REACT?	DID YOU FEEL SUCCESSFUL?
AFTERNOON				
EVENING				

Fill in the time, and the occasion when discipline becomes a problem.

Remove this chart and use it (and copies of it) to record the occasions when discipline becomes a problem.

SAYING NO IS NECESSARY

However, there are at best a great many times each day when you absolutely must say "No." There are times when you have to put your foot down, say "No" or "Stop" and mean it. Don't be afraid to say "No" when it has to be said. Say it, mean it, and stick to it. Don't say "No" if you mean "Not Now," "After while," or "Maybe;" or if you don't have to say it. But once you've decided you have to say "No," say it with conviction. Enforce it. Don't be maneuvered or influenced into changing your mind by your child's coaxing, crying, screaming or temper tantrums. Parents worry about children being frustrated, but a certain amount of frustration is an inevitable part of growing up. Temper tantrums are a child's way of expressing frustration and anger. How to handle this behavior is the question.

HOW TO COPE WITH TEMPER TANTRUMS

You may find that if you hold to a regular day to day schedule, and eliminate as many of the trouble spots as possible, the head-on collisions and resulting temper tantrums will be fewer. There will be some; but the tantrums are likely to decrease in frequency and severity if your child learns they don't change "No" to "Yes." Suppose you say "Stop it" and your child keeps on doing what you've decided he must not do: repeat "Stop it." Say the words and make the sign in a firm, no-nonsense way. Then remove him from whatever he's into, and put a distance between him and it. See that he stays away from the source of trouble. If your child screams or kicks or cries, stay near him. See that he doesn't hurt himself or hurt anyone else. Help him find an acceptable way to get rid of his angry feelings: show him it's alright to punch a pillow, or a big inflated toy, such as "Bozo the Clown," but that he cannot hit another person. Give him a "respectable" way to vent his anger - and give him the words and sign, too. Say "You're mad aren't you? You're really angry."

RELEASE ANGRY FEELINGS

If you can stay reasonably calm, and not let yourself be upset, you will be of much greater help to your child than if you lose control.

Let him know you recognize and respect his anger (if not the way he shows it). Give your child a way to relieve his anger. And, in the long run, your job will be easier. The temper tantrums, if unrewarded by you giving in or by you getting upset (many children enjoy "getting to" their parents), are almost sure to decrease.

THE OTHER SIDE OF THE COIN

There's another side to this. While you should not reward your child's tantrums, or any other unacceptable behavior, you should reward good behavior. Give your child approval with a word or two, a smile, a pat on the back, a quick hug when he does something you want him to do. Then he is likely to do the same thing again, once he's discovered that it's a way to win attention and approval.

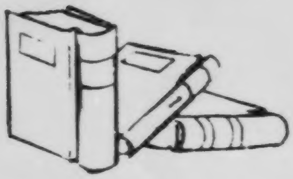
TO SPANK OR NOT TO SPANK

We have gone on at some length about discipline and temper tantrums and have mentioned spanking only once. The question is not really whether to spank or not, but whether it accomplishes anything. It may at times relieve your own feelings to spank a child, and if it's done with love in your heart and some caution, it may clear the air. Because it may give a child the attention he wants, it may not get the hoped for result. Children often would rather be spanked than ignored. In general, they are less apt to continue behavior that gets no attention than behavior that makes them the center of attention. So ignore behavior you'd like to see stopped and reward good behavior whenever possible. Spank if you must, but don't overdo it. Don't expect that spanking will always get the desired result, and try the following as other, possibly better ways of disciplining your child.

> Follow a regular daily schedule.
> Notice when trouble frequently erupts.
> Eliminate the causes if you can.
> Reward good behavior and ignore the bad.
> See your child through temper tantrums and keep control of your own feelings.

Remember that all little children have to learn by doing. They need freedom within safe limits to make discoveries and to explore their environment. And in learning about the world, they are bound to get into difficulties. An orderly environment, a regular schedule, and firmness on your part as to what you expect will make their lives more secure. Don't hesitate to say "No" when it has to be said - and don't be surprised if your child sometimes gets upset when he can't always have his own way. He can't you know. And part of growing up is learning to accept that fact.

Discipline is helping children grow up.



OTHER SOURCES OF HELP

Your Child is a Person by Stella Chess, M.D. and others. ($4.75) How individual children meet situations, and how parents' attitudes affect children.

ORDER FROM:

The Viking Press
625 Madison Avenue
New York, New York 10022

The Magic Years by Selma H. Fraiburg. (Paperback, $2.45) Personality development in the first five years of life; some typical problems of early childhood.

ORDER FROM:

Charles Scribner's Sons
597 Fifth Avenue
New York, New York 10019

New Ways in Discipline by Dorothy Walter Baruch. ($6.50) Concepts and techniques in parent-child relationships and the handling of discipline problems.

ORDER FROM:

McGraw-Hill Book Company, Inc.
Trade Department
330 West 42nd Street
New York, New York 10036

Caring for Your Disabled Child by Benjamin Spock, M.D. and Marion Lerrigo, Ph.D. (Paperback, $1.98) An honest and warmly sympathetic appraisal of the problems common to disability.

ORDER FROM:

The MacMillan Company
60 Fifth Avenue
New York, New York 10011

If Your Child is Handicapped, William C. Kvaraceus, Editor. ($7.95) A collection of articles by parents of children with various handicaps. (One article is by a parent of a deaf-blind child.)

ORDER FROM:

Porter Sargent Publisher
11 Beacon Street
Boston, Massachusetts 02108

CORRESPONDENCE LEARNING PROGRAM
FOR
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LESSON FIVE

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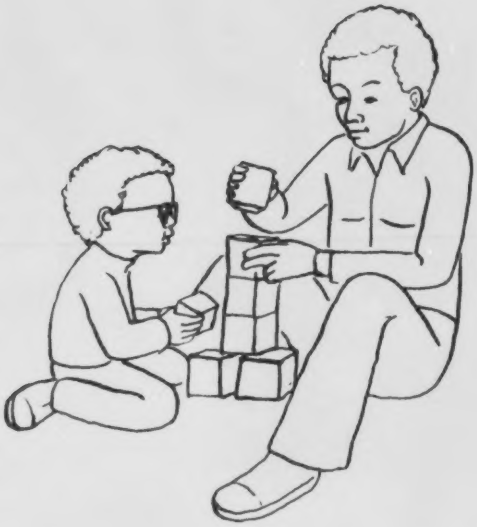
LESSON FIVE

YOU AND YOUR CHILD

PLAY

Play! What does it mean to you? Something children do to pass the time? To entertain themselves? To have fun? Or is it a way of learning, a means of getting exercise and developing muscles? Is it challenging? Does it encourage imagination and help children learn to get along together? Does it offer chances to learn about life and the world children will live in?

Play is all those things. Play should be spontaneous, but for most deaf-blind children, at first, it may not be. You may have to plan your child's activities, and take every opportunity to structure his play in a meaningful way. This will help him avoid such nonproductive activities as light gazing, flicking his hands in front of his eyes, or rolling his head from side to side.

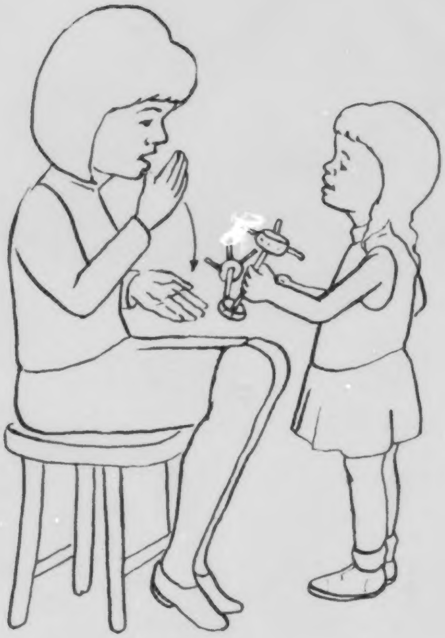


YOUR CHILD MUST LEARN TO PLAY

Deaf-blind children seldom initiate their own play. It may be necessary for you to give your child extra encouragement and a slight "push" to get him started. Introduce him to the idea of playing with a ball, for example, or cuddling a doll. You may need to show him many times, through co-action, that one block can be stacked on top of another, or that parts of a puzzle fit together. Demonstrate and start him in using play materials. Try to let him go on in his own way, but offer encouragement and help if your child needs them. He may be able to tolerate only a small amount of frustration. For him, learning can be a long process. Let him work out problems and explore ways of using play material when possible, but be ready to help when necessary.

PLAY SHOULD BE FUN

Play for a deaf-blind child, as for all children, should be play. Fun! It should be what he wants to do. Because he has poor sight and hearing, he needs to have toys and play material presented to him. You may have to help him get started and then keep him from using toys for self-stimulating activity.



A PROGRAM FOR PLAY

In this lesson we include many ideas for toys and outdoor play equipment, but don't feel you must rush out and buy a quantity of new toys. Look around the house. Think of toys your child already has. Consider the many household articles and objects that might be used in play. Then set the stage: give him something to play with. Let him feel it, examine it, and handle it. Demonstrate its use. And please use the right words - short, direct phrases - and signs to communicate with your child. Mention the toy by name, explain briefly and clearly what it does, or what your child should do. Co-act: take his hand and guide it in making the same movements you had just demonstrated. When your child has discovered he can roll a ball, move a toy car, put a block on another, fit a piece in a puzzle, encourage him to try again - by himself. Use words and "body language" to praise him when he tries. Help him when he needs help. Laugh with him. Let play be fun. It can bring joy into his life and yours.

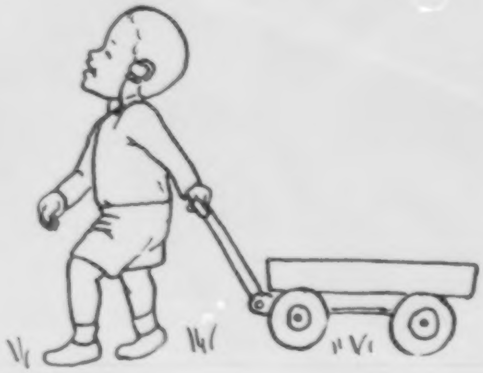
PLAY IS A CHILD'S WORK

Children's work is play. As they play they learn. They practice skills they will use when they grow up. The "pretend" kitchen offers practice in cooking and cleaning up, things that all adults do at one time or another. The tea party or play house will be a dress rehearsal for adult activities. Pounding, pulling, pushing, lifting, measuring, building, putting puzzles together, pouring, dumping, stacking, and sorting all can offer practice in developing useful and necessary skills and concepts.

Play opportunities will help your child give up some of the self-stimulating, monotonous, completely unconstructive activities in which many deaf-blind children indulge. Real play, involving a variety of play materials, toys, and equipment can become for him as for any child a worthwhile occupation.

PLAY BUILDS MUSCLES

Play can involve running, jumping, chasing, riding a bike, climbing, and other physical actions that are muscle builders. Catching a ball or pulling a wagon will bring into play some of the big muscles; putting puzzles together will train the child to use his eyes and hands cooperatively. All the stretching, reaching, grasping, and kicking that goes into play develops the child's body and ability to use it.



PLAY—ALONE

At first, a child's play is mostly solitary. He plays alone, gradually beginning to play with whatever catches his attention. He learns to concentrate, and to explore the various ways to use material. The child learns by acting upon materials in his environment, and discovers what happens when he grabs something, shakes it, pounds the floor, and lets it go. As he touches, handles, and manipulates a great many objects, the child receives satisfaction through new experiences. He learns to meet situations and solve problems.

PLAY—NEAR ANOTHER CHILD

At some point, all children want to play with other children. First, though, they prefer to play near another child. The child who is not yet prepared to interact with even one other boy or girl may truly enjoy watching, noticing, and copying the play of another child. This "parallel play" is fun, and a way of learning to get along with others.

PLAYMATES—MAKING FRIENDS

Young children may enjoy playing with brothers and sisters, but sooner or later, at home and at school, they seek playmates of their own. Playing with a sister or a brother or playing beside another can be excellent preparation for this next step: a playtime. Your child's first attempts to play with other children may be awkward. He may need encouragement from you to play with another child. Providing a comfortable setting and some toys to play with may help the new situation go well. Then you can be a sideline observer, ready to step in if you are needed.

PLAY—A SOCIAL EXPERIENCE

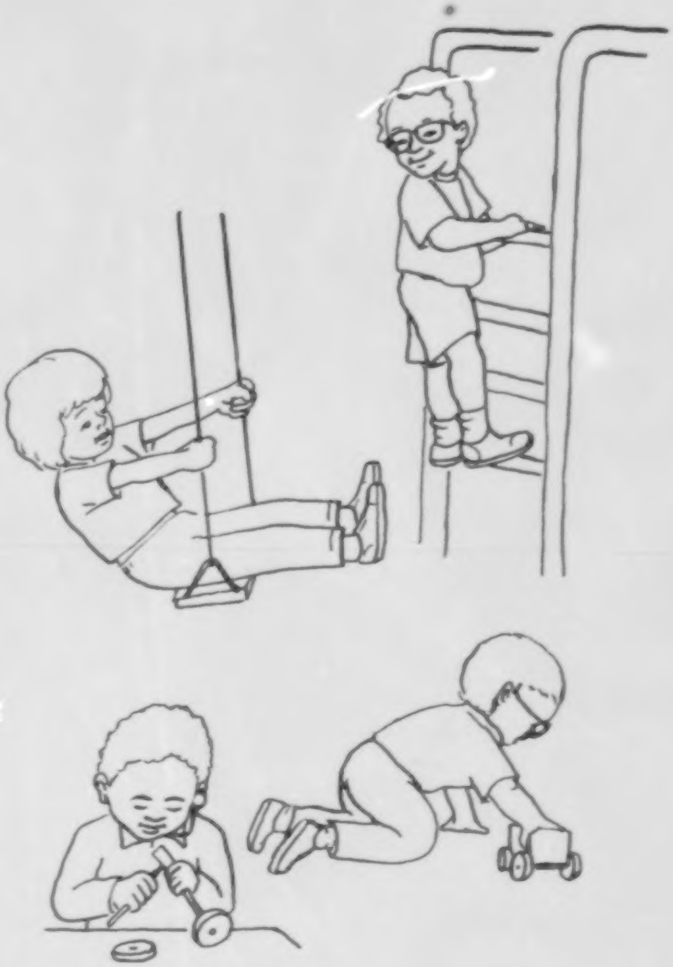
Play involving two or more children teaches the children how to get along with each other. By learning to give a little here and give a little there while still clinging to certain ideas of their own, children develop concepts of working together and cooperating. They learn about sharing possessions, and learn that sometimes they must protect themselves and fight for their own rights! Through words and gestures, facial expressions, body movements, taking turns, playing games - they begin to relate to one another and communicate.

WHAT IS NEEDED FOR PLAY?

First of all, space! Freedom to move around and make use of play materials - toys and play equipment - is essential. Outdoor play areas should offer some safeguards for a young child. Fences and gates or close supervision may be necessary until a child is absolutely dependable about keeping within safe limits. If you have no fenced yard or play area, stay close by as your child plays. The sidewalk may be his only playground. If so, teach him that the curb marks his limit. Or plan frequent visits to a neighborhood park, if one is near you, where your child can play in safety, with freedom to run about.

DOES A CHILD NEED TOYS?

Yes. Children everywhere, in all countries and in all cultures, ordinarily have something to use as toys. They may have a doll; a ball; objects to handle; possibly something with which to improvise a play house; some may have a tricycle or pedal car to ride; and small wheel toys to push or pull. But - children do not need a great many expensive toys, nor should you buy cheap, flimsy ones which may be dangerous to a child. If you can manage it, play equipment such as a swing and climbing bars will provide hours of fun whether at home or in a park. A few toys for imaginative play and construction; blocks, a few balls of assorted kinds and sizes will serve as the main ingredients for play. Then, from time to time, you can add a new toy or piece of play equipment. Do not overwhelm your child with a great number of new toys at Christmas or on his birthday. Introduce new toys as he is ready for them. Choose toys suited to your child's age, ability, and interests.



HOMEMADE TOYS, ALSO

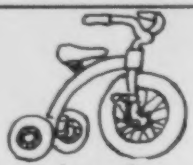
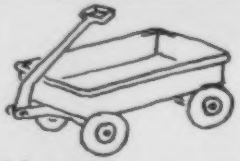
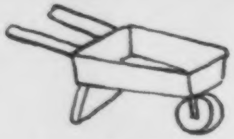
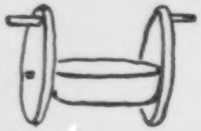
You can build or create many toys or pieces of playground equipment. A sandbox made of a few boards, a swing that's an old tire hung from a rope, a stuffed toy stitched up at home: these and many other kinds of play material, as well as toys you can buy, are listed on the following pages. Along with ideas on toys to make or toys to buy, we include a list of articles found in almost every home. Look around! There are countless fascinating (and perfectly safe) articles in your kitchen cupboards that may be the best possible kind of play materials. Keep your eyes open and don't overlook anything that will add to your child's interest in play. If possible, read a few of the books or pamphlets on play and play materials listed at the end of this lesson. They offer many ideas.

QUIET! CHILD AT PLAY

Play is a way your child will learn. It's his work. It's a way he learns to have fun. It's a way you can find happiness yourself as you sit on the sidelines. Watch. Listen. Encourage. Inspire. Set the stage. Offer guidance and help him learn to play.

NOTE: Select a few toys or articles from the following list. The list offers suggestions from which you may want to choose only a small number of things.

TOYS AND PLAY EQUIPMENT

Indoor	Outdoor	Description	Ideas for Use	Make	Buy
	X	 Tricycle	Ride it. Stimulates large muscle development and use of vision. Straps or strips of cloth may be used to hold child's feet on the pedals.		X
	X	 Small wagon or cart	Pull it, push it, ride in it, load and unload it. Encourages use of large muscles and vision.	X	X
	X	 Small wheelbarrow	Fun to push, load, unload, tip over, ride in. Stimulates use of big muscles, eye-hand coordination.	X	X
	X	 Krazy Kar*	Fun to ride and steer; two hand-operated wheels make this go. Develops muscles in arms and upper body, and coordination.		X
X	X	 Balance Beam	Helps a child's balance, encourages use of vision.	X	

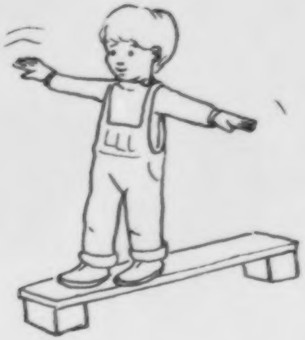
*Trade Name

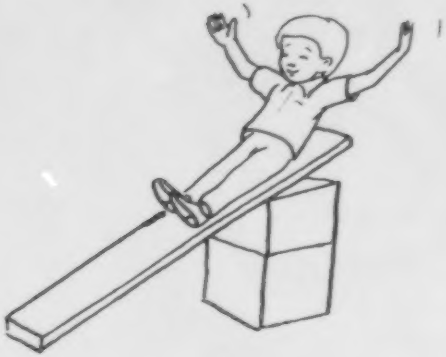
(Over)

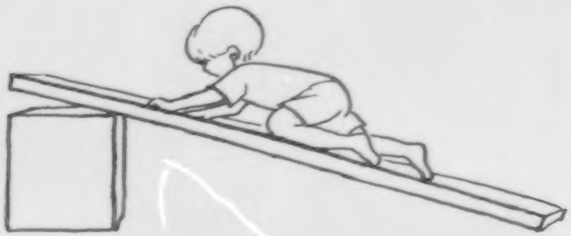
WHERE TO BUY—HOW TO MAKE

Most of the toys or play equipment listed can be found in your local stores or ordered from large mail order companies such as Sears, Roebuck and Company and Montgomery Ward and Company. For a list of toy catalogs see "Other Sources of Help," pages 18 and 19.

The balance beam is a plank, such as a 2"x4", resting on two large blocks or bricks. Cement blocks or big books will do. Remove one block and you have a slant board.

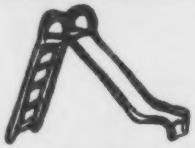
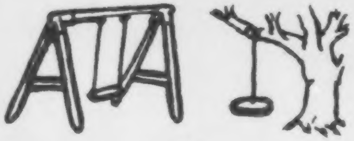
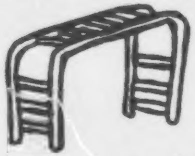
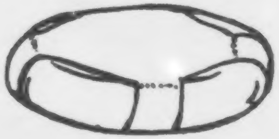
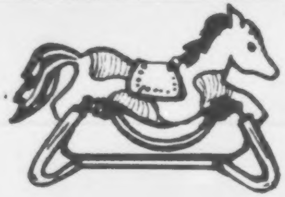






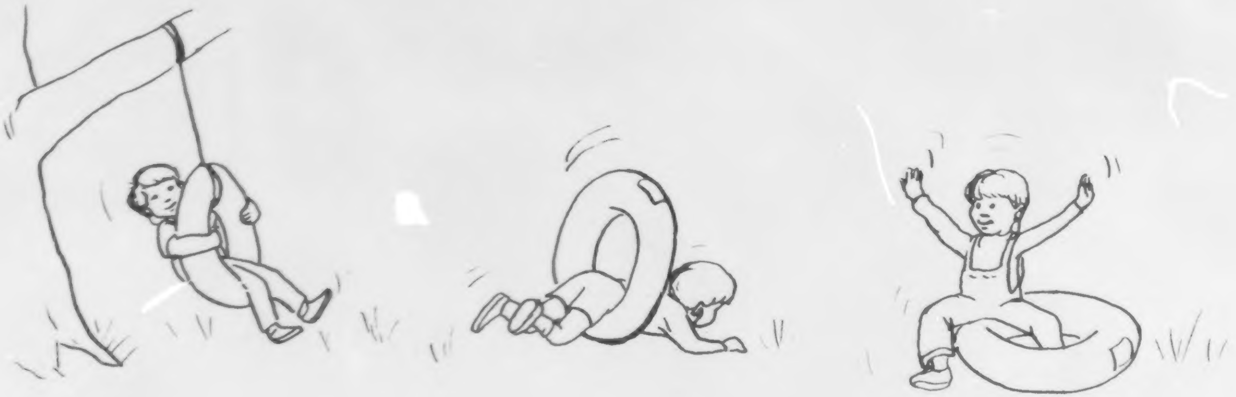
Other toys, such as the wagon, wheelbarrow, or climbing equipment can be made by anyone skilled in using hand or power tools. For the names of books that include instructions see "Other Sources of Help," pages 17, 18, and 19 of this section.

TOYS AND PLAY EQUIPMENT

Indoor	Outdoor	Description	Ideas for Use	Make	Buy
	X	 Slide	Encourages climbing, freedom of movement, and orientation in space.		X
	X	 Swing	Develops large muscles - arms, shoulders, upper part of body. Encourages hand-grip, body awareness, and its relation to space.	X	X
	X	 Climbing Equipment	Encourages use of all large muscles in climbing, swinging by arms, dropping to the ground. Develops body awareness and space relationships.	X	X
	X	 Small Trampoline	Encourages child to bounce (adult help and supervision required). Builds muscles and encourages a non-walking child to use his legs to bear weight.	X	X
X	X		Encourage child to climb on and off the horse by himself or with some help. The motion of the horse may encourage him to sit in an upright position, with his head erect.		X

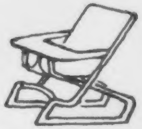
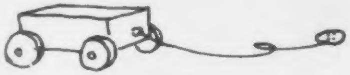
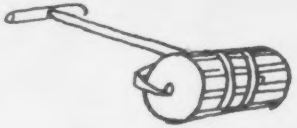
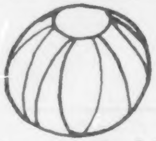
IMPROVISE OR DO-IT-YOURSELF

A rope swing can be hung from a sturdy support (posts and crossbar) or from a strong tree branch. A knotted rope, drawn through a hole in a wooden disc, makes an excellent swing. This can be made at home or bought under the tradename "Upswing Climber." Play on a swing requires adult supervision. Older children sometimes enjoy an inflated innertube or tire hung with a single rope. A tire or innertube on the ground is useful: to crawl through, crawl over, bounce on.



Instructions for building climbing equipment, as well as the trampoline, can be found in books listed on pages 17, 18, and 19 of "Other Sources of Help" at the end of this section. "Jungle Gym" is the tradename for one company's climbing equipment. (Also known as Monkey Bars.) A variation can include a platform and steps.

PLAY EQUIPMENT
FOR
CHILDREN BEFORE THEY WALK

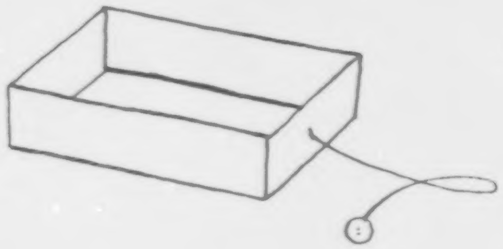
Indoor	Outdoor	Description	Ideas for Use	Make	
X	X	 Jumper Chair	Encourages child to sit upright. Develops body and leg muscles.		X
X	X	Crawling Board	Child lies on board and uses crawling motion to make it move. Develops body, leg and arm muscles and encourages crawling.	X	X
X	X	 Pull Toys	Child can reach for handle and pull toy to him. Encourages movement and develops eye-hand coordination.	X	X
X	X	 Push Toys	For the child who is beginning to walk. Develops confidence and large muscles.	X	X
X	X	 Large Ball	To climb on, roll over, push. Encourages movement, develops vision and muscles.		X

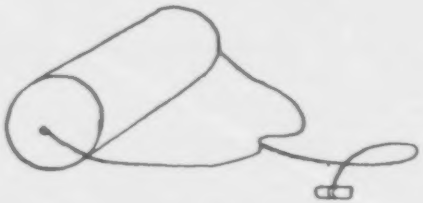
(Over)

IDEAS FOR PARENTS

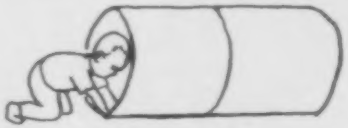
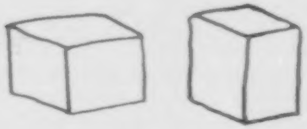
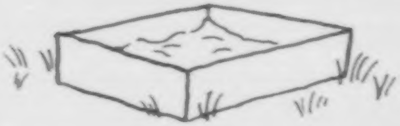
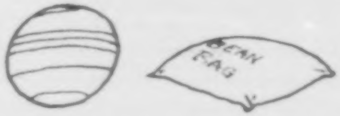
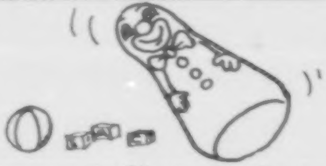
A Crawling Board resembles a skate board: easy to make with a piece of plywood about 18"x20" long, about 8" to 10" wide. Round the corners, be sure the board is smooth and free of splinters, pad with foam rubber covered with soft cloth (flannel), and place the padded board on four roller skate wheels. If you use ball bearing wheels, do not permit child to use the Crawling Board on an incline. (Requires supervision.) One manufacturer markets a Crawling Board under the tradename "Crawligator."

Pull Toys can easily be made. Attach a cord (with a large button for a handle) to a box or big tin can.





TOYS AND PLAY EQUIPMENT

Indoor	Outdoor	Description	Ideas for Use	Make	Buy
X	X	 Tunnel	Encourages crawling and awareness of people. Develops big muscles and mobility. Play "Follow the Leader" or use as part of an obstacle course.	X	X
X	X	 Large Blocks	To lift, carry, push, sit on, stack. Encourages imaginative play and socialization. Develops big and small muscles.	X	X
	X	 Sandbox	Dig, fill pails, dump sand. Encourages awareness of textures. Develops eye-hand coordination.	X	X
X	X	 Balls and Bean Bags	Have a variety of sizes, textures, and colors on hand. To roll, toss, drop in cans or boxes (with a hole in the top). Develops big and small muscles, eye-hand coordination.	X	X
X	X	 Large Inflated Clown	A BIG toy, to punch, pummel and tip over. Good for relieving angry feelings - teaches a child how to use his fists acceptably.		X

(Over)

HOW TO MAKE TOYS AND PLAY EQUIPMENT AT HOME

Tunnels: See Gross Motor LEARNING STEP Four. Ask us for it. Instructions for building a plywood tunnel are in Creative Carpentry. See below.

Large Blocks (also known as construction blocks or kindergarten blocks) can be cut and put together by a person skilled in the use of hand or power tools, or cut, ready to be put together, at a mill or lumber yard.

Lightweight Blocks can be cut from styrofoam or foam rubber. A sharp knife or electric carving knife (use with care) makes cutting easy.

A cloth ball, filled with Kapok, can be made from wedge shaped pieces of felt or other fabric.

Bean Bags can be made from squares of tightly woven fabric. Seam and fill with dry beans.

BOOKS TO BUY OR BORROW

Creative Carpentry by Constance Homer Crocker. Houghton-Mifflin. 1951.

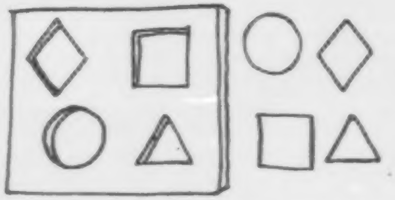
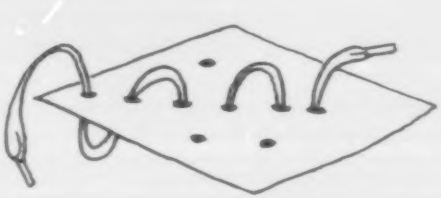
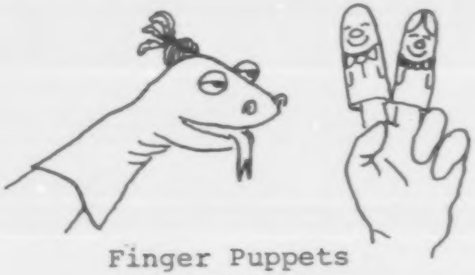
How to Build Children's Toys and Furniture by Norman Cherner. (More than 200 plans and ideas for toys and playground equipment, etc.) McGraw-Hill. 1954.

How to Make Children's Furniture and Play Equipment by Maria Dal Fabbro. McGraw-Hill. 1963.

What To Do When There's Nothing To Do by Boston Children's Medical Center and Elizabeth M. Gregg. Instructions for making play equipment at home. (Paperback, $.95)

ORDER FROM: Dell Publishing Company, Inc.
750 Third Avenue
New York, New York 10017

TOYS TO MAKE

Description	How to Make
 Puzzles	Paste a picture or draw outlines on pressed board, plywood, or corrugated cardboard. Cut only a few simple pieces. Geometric shapes to fit into matching holes in a board are particularly good.
 Lacing Cards	Punch holes in cardboard. Use tipped shoelaces to "sew."
 Finger Puppets Hand Puppets	Use scraps of fabric. Put features on with needle and thread or felt tip pens.

(Over)

TOYS FOR FINE MOTOR DEVELOPMENT AND SENSE TRAINING

Things Found in Most Households

Clothespins
Pans and Lids (Covers)
Plastic squeeze bottles
Measuring cups and spoons
Cotton balls
Large buttons
Empty spools
Film containers
Poker chips
Paper bags
Assorted boxes
Plastic containers (all sizes)
Jars with screw tops
Nesting cups or cubes (use assorted tin cans, plastic containers or tops (covers) from spray cans)
A flashlight

Things to Buy

Sponge rubber or plastic blocks
Nesting toy
Plush ball or spong ball (soft, easy to hold)
Rings on a cone
"Nuts and Bolts*
A top
Children's Scissors (Look for those with four finger holes so adult can help child cut)
Simple puzzles with geometric or one-piece shapes
Lego* Building Blocks or Building Bricks
Lacing cards
Busy Box
Pull apart (Pop-it) beads
Roly-Poly Tumble Toys
Jack-in-the-Box
Lite Brite*
Shape Sorting Box

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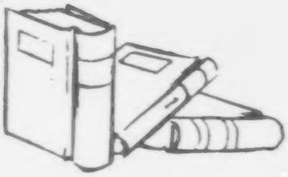
*Trade Names



OTHER SOURCES OF HELP

There are Toy Lending Centers in many communities. For information, check with a local nursery school or Headstart Program, with a Community Referral Agency, or look in your telephone directory. One such center is the:

Los Angeles County Toy Lending Centers
2200 Humboldt Street
Los Angeles, California 90031

PUBLICATIONS

(To order, buy at a bookstore, or borrow from your local library)

Play - Children's Business. A Guide to Selection of Toys and Games Infants to Twelve Year Olds. A-7 (75¢)

ORDER FROM: Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

The Complete Book of Children's Play by Ruth E. Hartley, Ph.D. and Robert M. Goldenson, Ph.D. (Paperback, $3.95)

ORDER FROM: Apollo Editions
666 Fifth Avenue
New York, New York 10019

Toys for Early Development of the Young Blind Child. A guide for parents. (Free)

ORDER FROM: Special Educational Materials Center
State of Illinois
Office of the Superintendent of
Public Instruction
Springfield, Illinois 62706

Success through Play by D.H. Radler and N.C. Kephart. (Paperback, $3.95)

ORDER FROM: Harper and Row
10 E. 53rd Street
New York, New York 10022

Toy Buying Guide for Grown-Ups. A guide to choosing safe and suitable toys for each level of development. Includes toys from other manufacturers.

Who Cares (Besides You?) Edited by De Anne Sobul. Includes chapters by a child development specialist, a teacher, a psychologist, a pediatrician, and a clergyman on many topics of interest to parents. (Free)

ORDER BOTH OF THE ABOVE FROM:

Mattel, Inc. Toy Division
5150 Rosecrans Avenue
Hawthorne, California 90250

TOY REVIEW - Magazine, published quarterly ($2.00 per year)

ORDER FROM: TOY REVIEW, Subscription Department
383 Elliot Street
Newton, Massachusetts 02164

TOY MANUFACTURERS IN ENGLAND

Toy Catalogue
Paul and Marjorie Abbatt
P.O. Box 57
High Wycombe, Bucks
England

Galt Toys Ltd.
P.O. Box 2
Cheadle, Cheshire
England

Educational Supply Association
P.O. Box 22
Pinnacles
Harlow, Essex
England

TOY MANUFACTURERS

(Ask for a catalog, price list, and names of local distributors.)

Montgomery Ward and Company
Sears, Roebuck and Company

Get a catalog with toy section or a toy catalog from your nearest catalog store or department of these large mail order companies.

General Learning Corporation
and
Ideal Special Education

The toys and play equipment manufactured by these companies are distributed by:

School Days Equipment Company
951-973 North Main Street
Los Angeles, California 90012

Developmental Learning Materials
7440 North Natchez Avenue
Niles, Illinois 60648

A Guide to Good Toys (Free catalog)
Creative Playthings
Princeton, New Jersey 08540

Fisher-Price Toys, Inc.
East Aurora, New York 14052

Little Tikes
Rotadyne, Inc.
29607 Hall Street
Solon, Ohio 44139

Learning Products, Inc.
725 Fee Road
St. Louis, Missouri 63043

Lakeshore Equipment Company
1144 Montague Avenue
San Leandro, California 94577

Or: 5369 West Pico Avenue
Los Angeles, California 90019

16463 Phoebe Street
La Mirada, California 90638

CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

LESSON SIX

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LESSON SIX

YOU AND YOUR CHILD AND HIS LANGUAGE

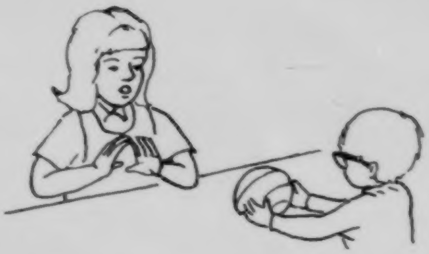
Mrs. Spencer Tracy, Founder and Director of John Tracy Clinic, has often said that deaf children must have the desire to talk, something to talk about, and someone to talk to.

This lesson is to be devoted largely to giving your child the desire to communicate and something to communicate about. You or his teachers are likely to be the persons with whom he will communicate during his early years. Classmates or brothers and sisters may also be close to him, and as all children do, they will no doubt make an effort to share ideas and exchange information.

YOU "SEND"–YOUR CHILD "RECEIVES"

All through these lessons and LEARNING STEPS, we've stressed how important it is for you to use words and signs. Use both, when you can, in communicating with your child in connection with all you do for, with, or near him. As with all children, communication must be one-way, at first. Any infant is on the receiving end of a tremendous amount of "talk" before he understands even one word. Think how many times a baby hears "Come to Mama," "Here's Mama," or "Mama's baby" before he has the slightest idea who "Mama" may be! After he connects the word with his mother, it may be a long time before he will say "Mama" and know what he's saying. A hearing baby may have to hear his first word thousands of times before he knows it and can use it freely, with meaning.

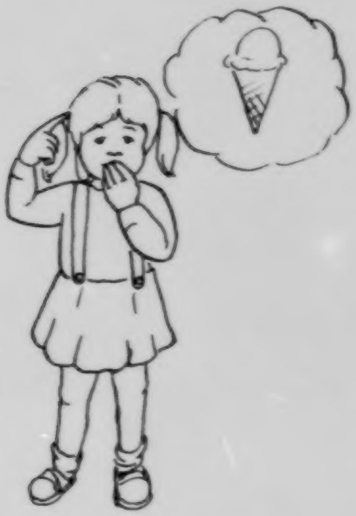
A WORD OR SIGN MUST BE UNDERSTOOD



Deaf children learn through lipreading (along with amplified sound and their sense of touch). They may have to see their first word on mother's or daddy's lips many, many times before they truly know it. They will have to see it in close and direct association with whatever it represents. The same number of exposures to a word, signed or spoken or both, is certain to be necessary before a deaf-blind child can possibly understand it. For him to use a sign or a spoken word with meaning will take longer.

ONE-WAY COMMUNICATION

When your deaf-blind child can recognize a sign or a spoken word and respond to it in an appropriate way, he will have taken the first step on the road to communication, as most of us think of it. Even though he cannot express himself verbally or with signs, the very fact that he can understand some of your conversation or signs represents a breakthrough.



TWO-WAY COMMUNICATION FOLLOWS

After he has begun to understand you and your "talk," your child will want something badly enough to ask for it. A drink? A cookie? To go to the toilet? To go in the car? Into his mind will come that association, the sign or word to express what he wants. He may suddenly, and almost unconsciously, use his voice or make the sign to tell you his desire, his need, his wish. When this happens - when he "sends" and you "receive" - two-way communication will be underway. This is a meaningful step on the road to communication.

WHAT NEXT?

After this beginning, what?

Suppose your child has begun to pay attention as you converse with signs or "talk." Suppose he recognizes what you say when you tell him it's time to eat, to go to the bathroom, or to sit down, jump up, come to you, or wait. Suppose he tries to tell you, in his own way, of his basic needs or desires? What comes next?

What comes next is more of the same! More "talk, talk, talk," and continued use of signs, to acquaint your child with more concepts or ideas and ways of expressing them. You will continue to train him to look - and listen - and to use his sense of touch and his kinesthetic sense in understanding. Your child will need to use all he has to learn new and broader language. You will also expect him to use any language he has acquired, any words or signs he can use with meaning. Touch can be used to help him understand, and to help him speak.

USE TOUCH–THE TACTILE SENSE

In developing your child's understanding and use of speech, do not underestimate the importance of touch. In years gone by, deaf-blind children trained by the Tadoma (touch) method were found to develop clearer speech than many deaf-blind children with whom this method was not used. The consistent use of his sense of touch will give your child extra clues to what you are saying. With his hand on your cheek, his little finger along your jawline, and his thumb in front of or lightly touching your lower lip, he will feel the vibration of your voice, the movement of your jaws or cheek muscles, and the puff or stream of your breath as you speak. Through touch, for example, he can tell the difference between "Mama," "Papa," and "Baby," all of which look alike on the lips. Furthermore, "touch" can direct his attention to you and your conversation. It is often highly effective used in front of a mirror so a child (if he has usable vision and the light is good) can see your reflection and his own. The tactile sense, for a profoundly deaf child with little or no vision, will be the *main* avenue of learning.

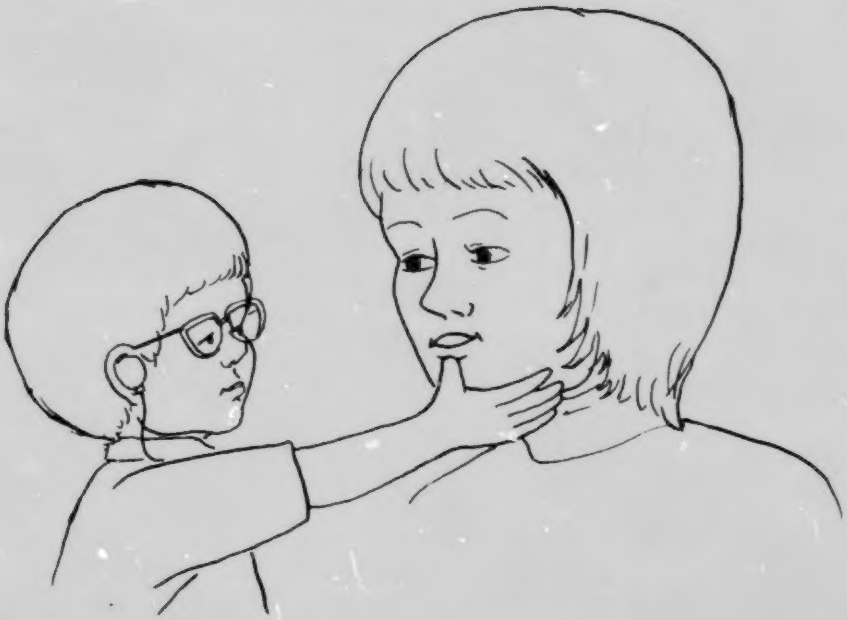
ENCOURAGE AND IMPROVE SPEECH

When your child tries to use a word or sign, listen and watch carefully. Try to understand. When you *do* understand, let your child know you do. Then you say the word or words he has tried to say. Have his hand on your cheek as you speak: give him every chance to see, or hear, or feel the word spoken clearly and correctly. Say it only once. Then quickly transfer his hand to his own cheek as a signal for him to try once again to say the word himself. Note: If you take your child's right hand and put it on your left cheek (as in Illustration One on the next page), it will be in the right position. Then if you guide it to his own *left* cheek with his arm crossing his chest as in Illustration Two on the next page, it will again be in the right position. This takes longer to tell than to do! Step by step, it goes like this:

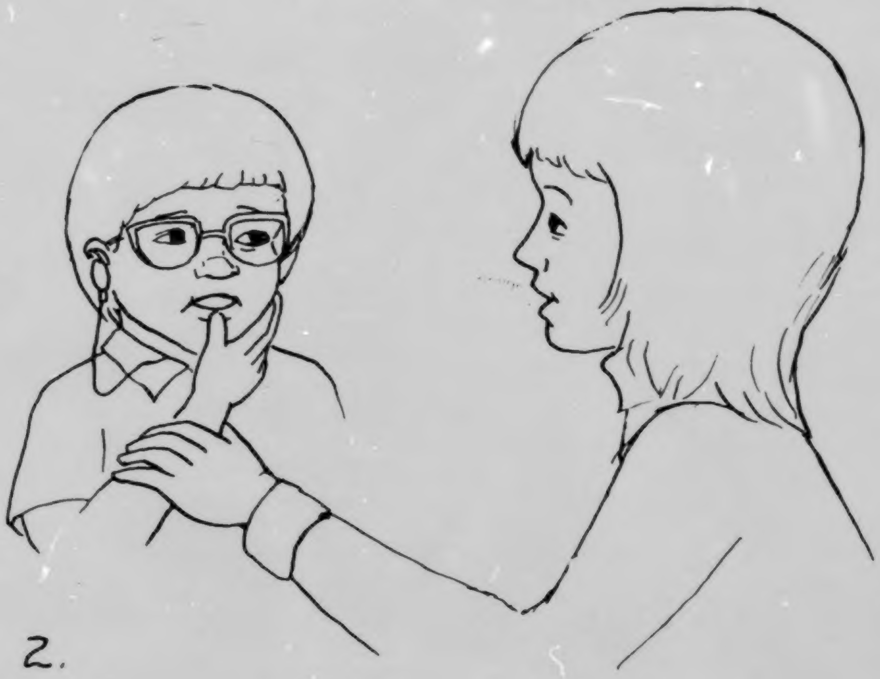
1. Listen and watch when your child tells you something.
2. When you understand, let him know you do. If you can't understand, help him show you what he wants.
3. Lift his right hand to your left cheek and say the word *one time*.
4. Switch his hand to his own *left* cheek and encourage him to try to say the word again - *once* only.
5. Respond appropriately. Reply with a sign or a word and do what your child has asked or wants.

SEE THE ILLUSTRATIONS ON THE BACK OF THIS PAGE

D-B.VI.4



1.



2.

UNDERSTANDING AND EXPRESSING

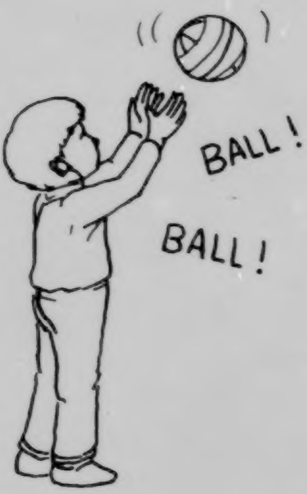
Besides helping your child learn to understand others and to express himself, you must also consider Mrs. Tracy's ideas about giving him something to talk about. In the lessons and LEARNING STEPS you have already received, you have become familiar with many opportunities to use language - signs and words - in connection with daily routines and activities. The balance of this lesson will be devoted to telling you how to find extra opportunities for learning and for conversation - something to talk about.

USE REAL OBJECTS AND SITUATIONS

In building language concepts, that is, in helping your child understand words or signs, begin with real objects, real life situations, and familiar actions. Don't try to teach him at first about things at a distance or things that happened yesterday or will happen tomorrow. Start with what's at hand, immediately apparent, there for him to see, hear, feel, handle, explore, or do. Use what are sometimes called "here and now" objects or situations.

WORDS AND SIGNS FOR CONCRETE OBJECTS

Your son or daughter must experience the words or signs for familiar things and be exposed to them countless times, in direct association with what they represent. Only then can you expect him to understand them.

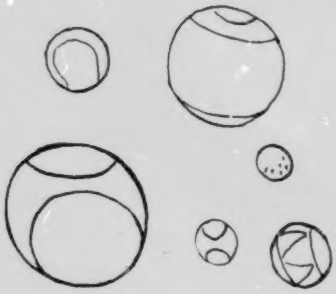


FAMILIAR WORDS FOR FAMILIAR THINGS

By this time, you've probably learned to mention the articles or objects that are part of mealtime, bedtime, bath, playtime, and all such daily happenings. Also, you have probably begun to mention by name the actions in which your child takes part - "Up!" "Come here," "Let's go," "Drink," "Eat." You may often say "No" or "Stop." Your child may recognize several signs or words that refer to definite, concrete, familiar objects or to often repeated activities or situations.

LANGUAGE MUST BROADEN

His language concepts must broaden and deepen so that your child will learn that "ball" refers not only to one little round red rubber ball, but to any ball, and that "wait" can mean wait a minute, or ten minutes, or until the next day. For now, talk about real objects and use real objects (or pictures) to tie in with any new situation or experience. Always go from something concrete - something your child can see, or touch, or hear, or take part in - to something abstract.



The following pages suggest and outline a variety of language building experiences. The accompanying "Communication" section includes a detailed description of ways to use language in two typical experiences. Some of our suggestions may be among those you have thought of, others may be new to you. Don't try to do all these things at once! Don't try to go on several outings in one day, or crowd a great many experiences into a one week vacation. Space these adventures. Plan them. Help your child anticipate them. Recall them for your child later, using pictures, souvenirs, and various mementos. A Polaroid camera, to take pictures and develop them on the spot, can be useful. Postcard pictures, a flower to press, a few pebbles from the beach, a pine cone from the woods, or ticket stubs from a ball game will all help your child remember where he's been and what he's done. They will lend meaning to your language. They will illustrate your conversation.

When you plan a return visit, use the same memento and the same words to help him understand where he is going. These clues, and your conversation, can prepare your child for what is about to happen or where he is about to go.

EXPERIENCE PICTURES OR MEMENTOS HELP ANTICIPATION

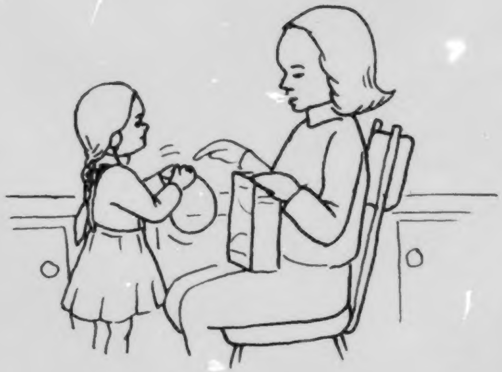
EXPERIENCE PICTURES OR MEMENTOS HELP RECOLLECTION

EXPERIENCES—FOR FUN AND TO BUILD LANGUAGE

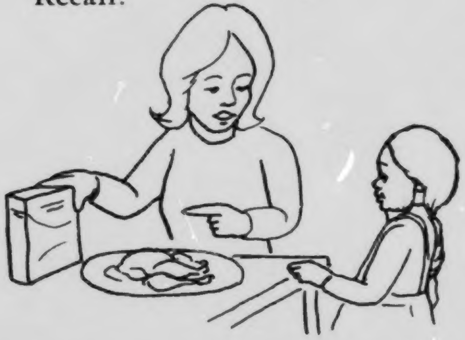
IN THE HOUSE

Make a pudding
Shake 'n Bake Chicken
Prepare and bake apples
Make applesauce
Make cookies
Shape hamburger patties
Set the table
Load the dishwasher
Load the washer or dryer
Empty the dryer
Fold clothes
Pair up socks
Carry in the mail or milk

Experience:



Recall:



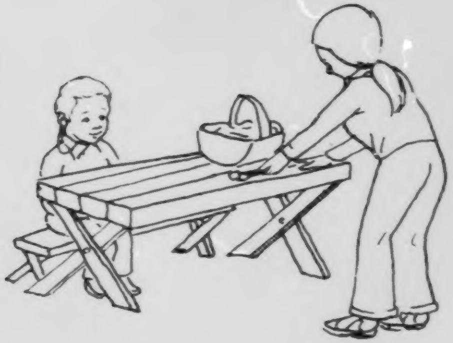
"Shake, Shake, Shake!"

BACKYARD AND NEIGHBORHOOD

Backyard or patio picnic
Barbecue - and clean up
Rake leaves
Shovel snow
Make a snowman
Plant seeds
Pick flowers
Walk in the rain
Run in the wind
Carry out trash
Fly a kite
Paint a fence (with clear water)
Water the garden or the lawn
Pick berries or fruit
Hang clothes on a line

EXPERIENCES

Excursions, Expeditions, and Outings



Go to the store (for only one or two items)

Visit a friend or relative

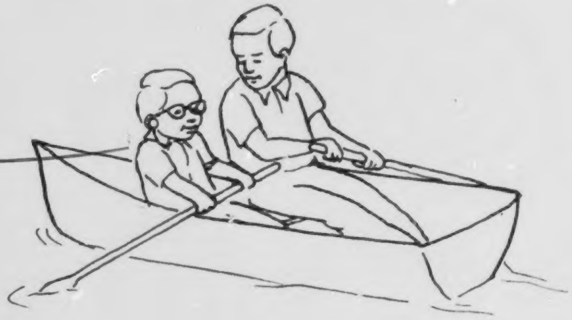
Walk in the woods

Climb a hill

Go to a lake or the seashore

Visit a pet shop

Go to the zoo



Picnic in the park

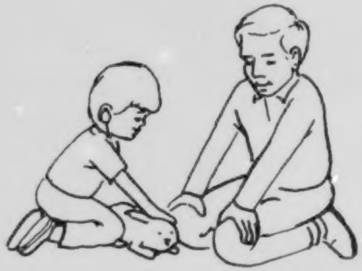
Go to a playground

Visit a fire station

Have the car washed

Go to the airport

Fly in an airplane



A "Petting" Zoo

Take a ride in a boat

Ride on a bus or train

Get a haircut

Buy new shoes

Go to the doctor or dentist

HOW TO MAKE THE MOST OF AN EXPERIENCE

HELP YOUR CHILD ANTICIPATE IT

Let him know where he's going or what will happen. If you have a picture or any object that will hint of the planned experience, show it to him. Use the appropriate sign and spoken words.

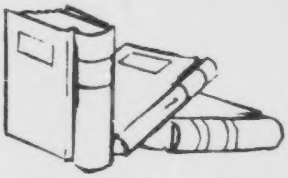
HELP HIM ENJOY IT

Plan experiences that are within his ability to handle. A short walk or a one-stop shopping expedition may be all he can cope with now. Give him the language for the experience, words, signs, and such auditory, visual, and tactile associations as are possible.

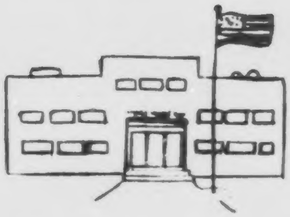
HELP HIM RECALL IT

Make up an EXPERIENCE STORY. Use visual, tactile, auditory clues and language to recall the experience again and again. Details follow in Communication VI.

(Over)



OTHER SOURCES OF HELP



Language Motivating Activities, by Rose C. Engle. (In California $7.25; other states $7.60)

ORDER FROM:

University of Southern California Bookstore
835 West 36th Place
Los Angeles, California 90007

Teach Your Child, by Dr. Genevieve Painter. 1971. ($6.95) Instructions for mothers of children from birth to age three.

ORDER FROM:

Simon and Schuster, Inc.
630 Fifth Avenue
New York, New York 10020

Getting Your Baby Ready to Talk - A Home Study Plan for Infant Language Development. ($4.00)

ORDER FROM:

Educational Materials Department
John Tracy Clinic
806 West Adams Boulevard
Los Angeles, California 90007

A Handbook for Parents of Deaf-Blind Children, by Jeanne Esche, Carol Griffin. (Free)

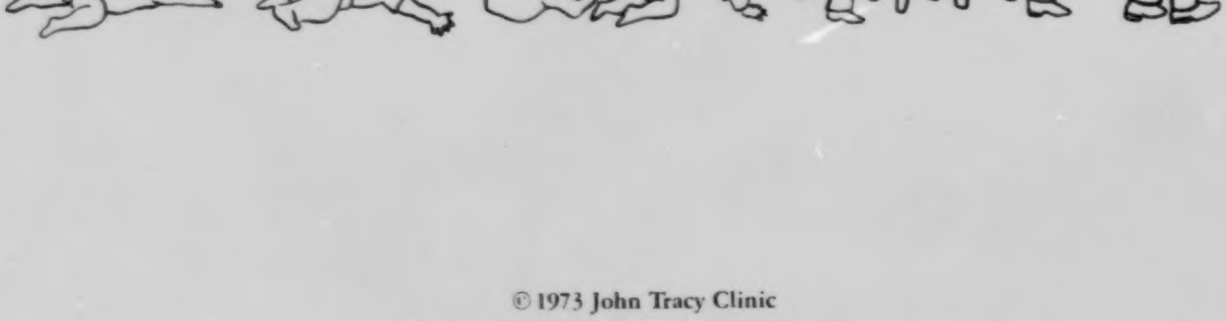
ORDER FROM:

Department of Education
Michigan School for the Blind
Instructional Materials Development Center
715 W. Willow
Lansing, Michigan 48906

The publications listed above offer learning programs that may provide useful ideas now or in the future.

CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

LESSON SEVEN



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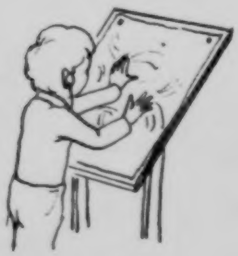
LESSON SEVEN

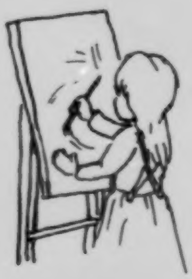
YOU AND YOUR CHILD AND CREATIVE ACTIVITIES

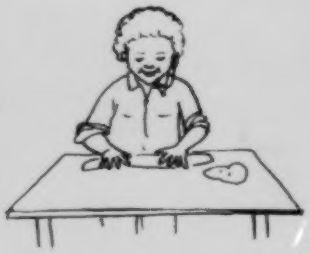
Creative activities can be a source of much learning and much satisfaction. Creating something - whether a scribble with a crayon, a finger painting, or clay that's been pounded or pummeled into some form - is a joyous experience for any child. Creative activities offer the fun of experimenting with art materials and a feeling of achievement in accomplishing something. The first part - the doing - is more important than the finished product.

LEARNING AND CREATING

Besides these benefits, participation in a creative activity offers other advantages. On later pages in this lesson we describe several activities, how to set them up, and what they can contribute to language and concept development. Of course, you will talk about what your child is doing, as well as about the tools and materials he is learning to use. Your conversation, in words and signs, will add to his vocabulary, first in what he can understand, and later in the words or signs he will begin to use. Names of colors; words like "big," "little," and "pound it;" adjectives, such as "smooth" or "rough," can be used in a natural way as part of these creative activities.





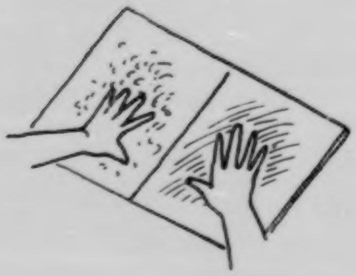


KINESTHETIC AWARENESS

These activities are fun and provide exposure to new words and offer opportunities for a deaf-blind child to exercise his muscles and develop better use and control of his body and its movements. The kinesthetic sense will be developed: your child will become aware of the pattern of movement that go into finger painting, using a brush, rolling clay, and using arts and crafts materials. These activities will help him learn to take hold of things and will help him become accustomed to touching a variety of surfaces.

TOUCH AND EXPLORE

He will also have a chance to make use of and heighten his tactile sense. Clay, finger paint, sand, wood for polishing, smooth paper, rough paper, blunt scissors, a spatula, paste, crayons, and many other materials offer a wide range of touching, feeling, and exploring sensations. Tactile experiences, stressed in this lesson, may help decrease your child's reluctance to touch varied textures.

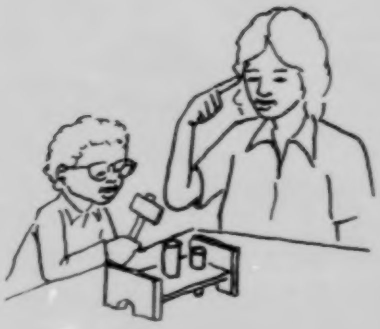


DISCRIMINATING BY SIGHT

Any vision your child has can be utilized and trained as he explores the use of all these art materials. Differences in shape and size can be recognized by sight as well as by touch. Bright colors appeal to children with impaired vision and hearing, and many children will learn to tell light from dark colors or to choose between contrasting colors.

LISTENING

Auditory experiences, not a basic part of most activities involving the use of art materials, can be made part of the activity by: listening for the sound as you and your child pound, slap, or pummel clay; stir paints; and as you talk to him. Also, creativity is part of music, which is covered in Lesson Eight.



ALSO—EXPERIENCE TASTES AND SMELLS

The senses of smell and taste can be incorporated into several activities: clay has a distinctive earthy smell; the use of coffee grounds instead of sand in finger paints offers a chance to smell something new; library paste (nontoxic) has a smell of its own and no harm will be done if a child licks a bit of it from his fingertips. Some water paints have a slight odor. Chalk has a smell most of us associate with schoolrooms, noticeable enough to help your child know whether he's using chalk or crayons.

CREATIVE OUTLETS

One of the worthwhile aspects of creative activity is the opportunity it provides for wholesome use of excess energy and release of emotional tension. A tense, nervous child may become much more calm and relaxed after a session of pummeling, rolling or slapping clay. Finger painting is emotionally satisfying and pleasurable to many children. When tensions grow and nothing seems to go right, sitting down with your youngster and playing with play dough, or even scribbling furiously with crayons or chalk, can help both of you unwind.

HAPPY AND PRODUCTIVE MOMENTS

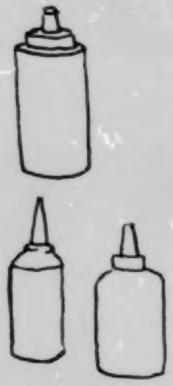
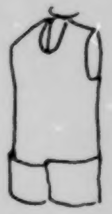
All in all, creative activities will offer you and your child some wonderful and happy experiences together. At the same time he will be building resources within himself - abilities that he can use for recreation and diversion as he grows older.

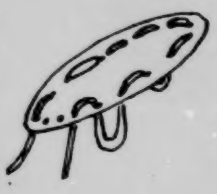
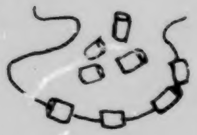
Creative outlets can be found in many activities mentioned throughout this entire program. You will find a variety of new ideas in our "Creative Activities" outline.

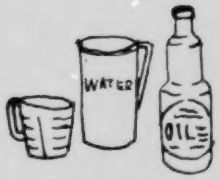
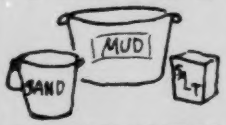
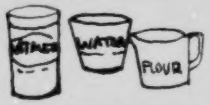
BE PREPARED

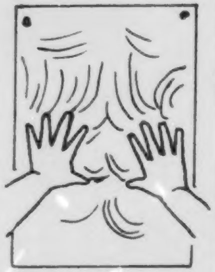
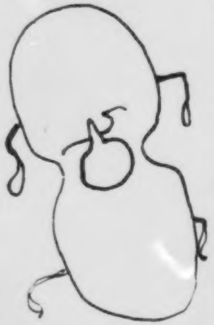
One word of caution: If an activity is a "messy" one, take a few minutes to clear the decks and protect furniture or carpeting. Or set up the activity in an area where the paint, clay or chalk dust can do no damage. A patio, basement, kitchen, or family room, with hard surfaced floors rather than carpeting, is ideal. It is much better to carry on your project in an easily cleaned place than to spoil the fun by constant admonitions or warnings. Once your child becomes engrossed in his activity, try not to interrupt or stop him until he has explored the use of material to his own satisfaction. At first, keep activities simple and uncomplicated. Limited supervision may be necessary when using any art materials.

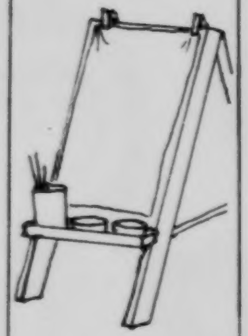
On the following pages are listed a variety of creative activities you may enjoy with your child. Choose any one of them to start, and over a period of time, try others. All of these provide chances for him to learn new skills, to use eyes and hands together, and for you to use language with your child.

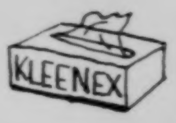
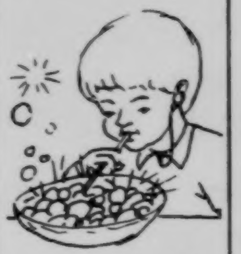
ACTIVITY	GETTING READY	WHAT TO DO
 "GOOP" (Liquid play dough)	Recipe: 1 cup water 1 cup flour Apron:  Mix together and then divide into two or three portions; add a few drops of coloring (different color for each portion). Put into two or three squeeze bottles such as those that contain mustard, ketchup, or shampoo. Construction paper, brown wrapping paper, or newspaper	Help your child use both hands to squeeze the bottle and squirt small amounts of "Goop" onto the paper. He may squirt it into blobs, dots, or squiggles. After you have helped him acquire some skill, encourage him to work alone. Use words and signs for directions to squeeze, smooth, rub, etc. NOTE: Unless you want "Goop" on the walls and ceilings, supervision is necessary. So is an apron (see illustration): a carpenter's apron will do.
 COLORING	Kindergarten type crayons (large Felt tip pens Colored and white paper (large sheets) Chalk and chalk board mounted on the wall or put on an easel	Show your child how to hold and use the crayons or felt tip pen, then let him explore its possibilities himself. Have your child stand at the chalk board and encourage him to use the chalk freely - moving it up, down, and to the side edges of the chalk board.

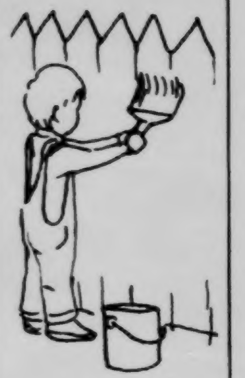
ACTIVITY	GETTING READY	WHAT TO DO
 YARN WEAVING	Dip ends of yarn in melted wax or glue and let dry thoroughly. Punch holes around edge of paper plates at 1/2" intervals. Variations: Also have on hand a plastic berry box (with holes in lattice design) and felt, cut in the shape of a Christmas stocking or a Jack o' Lantern, with holes punched around the edge.	Demonstrate how to lace or weave yarn in and out of holes around edge of plate. Always insert the yarn from the top down, to perfect this single motion. Help your child do the same. Say "In," "Out," "Push," and "Pull." Variation (Advanced) Demonstrate, then help your child: weave yarn in and out of holes in rows around or up and down the box; or around the Jack o' Lantern or the Christmas stocking.
 BEAD OR MACARONI STRINGING	Large uncooked pieces of hollow macaroni (Rigatoni) A string or yarn, with tips dipped in glue or melted wax	Help your child insert the tipped yarn or string into each bead, one by one, then take his hand in yours and help him slide each bead. NOTE: Assistance, but little supervision, is required for these activities.

ACTIVITY	GETTING READY	WHAT TO DO
 PLAY DOUGH	Recipe: 2 cups flour 3/4 cup water 3 tablespoons salad oil (cooking oil) Mix or knead until workable. Variation: Add sand or sawdust for a change in texture. Put a good size lump of the play dough on a smooth, protected surface in front of your child.	With any of the listed materials: Demonstrate and help your child work with the play dough. Pound it, pummel it, push or pull it. Slap it or hit it with your fist. Variation: Use cookie cutters, a pastry wheel, a rolling pin, or a garlic or cookie press as tools. These materials can be used indoors or outdoors: protect table tops and the floor.
 MUD DOUGH	2 cups mud 2 cups sand 1/2 cup salt Enough water to make pliable	NOTE: Moderate supervision required.
 OATMEAL DOUGH	2 cups oatmeal 1 cup flour 1/2 cup water Knead.	

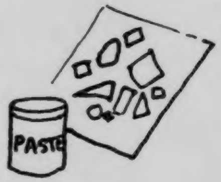
ACTIVITY	GETTING READY	WHAT TO DO
 FINGER PAINTING  A COVERALL APRON	Recipe: 1 cup liquid laundry starch A few drops of poster paint Mix thoroughly and store in a covered jar. One drop of liquid detergent or soap may be added: it makes cleanup easier. Variation: 1/2 cup cornstarch 1 cup water Bring to a boil, stirring constantly. Cool and add a few drops of food coloring. This finger paint is harmless if tasted or eaten in small quantities. Other Variations: Use cold cream, shaving cream, or whipped soap flakes (2 cups Ivory Flakes, 1/2 cup water). Add sand, sawdust, or fresh coffee grounds for texture.	Child should wear a smock, apron, or man's shirt. (Save old shirts!) A coverall apron (use plastic, vinyl, naugahyde, or other waterproof fabric) is illustrated at the left. Use slick paper, 12"x18" or larger. Shelf paper is suitable. Dip the paper in water, place it on the table, and scoop paint on to the paper. Then take your child's hands in yours and, with his palms down, help him use first his fingertips, then his flat hands in patting, lightly rubbing, and experimenting with the paint. Use language appropriate to the activity. Variation: Use small sponges, sponge hair rollers, wedges of raw potatoes or carrots, or cookie cutters with masking tape on edges to make a thicker line. Put paintings, when finished, on spread out newspapers to dry. NOTE: This activity requires close supervision.

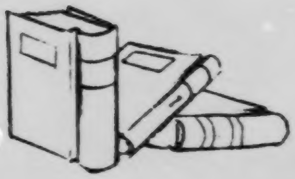
ACTIVITY	GETTING READY	WHAT TO DO
 PAINTING WITH A BRUSH	Big flat brush (1/2" to 3/4" bristle width) Inexpensive white paper: newsprint, construction paper, shelf paper Tempera Paint (Poster paint) Empty frozen juice cans or small plastic containers with lids for holding paint An easel or piece of plywood Clamps or clothespins An apron or smock for your child	Clamp, clip or tape the paper to the easel or board. Put some paint in a low jar or can. Use only one color at a time. Show your child how to dip the brush, tap it against the edge of the container to remove excess paint, and how to make strokes on the paper. Help him do it, then encourage him to paint whatever he wants, in his own way.

ACTIVITY	GETTING READY	WHAT TO DO
   BLOWING EXPERIENCES	Have on hand:	Can your child blow? If not, first try blowing on the back of his hand. Try to get him to do the same.
	A feather or two, cotton ball, tissue (such as Kleenex) Ping pong balls	Blow a feather, a cotton ball, a piece of facial tissue, or ping pong balls. Let him see and feel your breath stream; encourage him to blow. Use the word "Blow!"
	A short length of rubber or plastic tubing (a thin hose), or a straw A bowl or cup of water	Blow through the straw or hose to make the water bubble. Have your child look, listen, and touch the bubbling water. Encourage him to blow through the straw or hose. Tell him to "Blow."
	Bubble fluid and a bubble wand	Dip the wand in the fluid and blow a bubble. As the bubbles float, he may learn to follow their movement or even try to catch them.
	A mirror	Sit with your child in front of a mirror. Blow. He will see the stream that clouds the mirror and may imitate. Take your finger and make a streak on the steamed surface - help him do the same.

ACTIVITY	GETTING READY	WHAT TO DO
 WATER PLAY	Indoors: A small sponge A bowl or pan of water A waterproof apron Outdoors (in warm weather): A pail of water A big brush or a paint roller Dungarees cr bathing trunks, and just for fun, a painter's cap	Wash dolls, small toys, the table top. You demonstrate, then help your child dip the sponge in water, take his hands to squeeze it, and then wash the toys. This activity provides opportunities for you to talk about water, washing the toys, and to use appropriate signs. Using water, show your child how he can "paint" the sidewalk, driveway, fence, and his wagon or tricycle. Guide his hand in dipping the brush into the water, then tap it to drain off the excess water. Make strokes on what is being "painted."
 SNOW PLAY	Lots of snow! Warm clothing	Make snowballs. Make a path. Have your child lie on his back and move his arms up and down, flat on the snow, to make an "angel."

ACTIVITY	GETTING READY	WHAT TO DO
 SAND PLAY	Sandbox: Can be bought or made at home of 2x4's - or use a plastic wading pool. Variations: Use cornmeal, rice, Cheerios, popcorn, styrafoam bits, etc., in a carton. Tools: pail, shovel, sieve	Child can sit in sand or on a corner seat and touch, feel, sift, pour, dig in, or scoop up sand. Variations: Use spoons, sifter, shovel, pail, molds, containers, etc. Sand can be moistened so it will hold shape.
 TEXTURE BOXES	Surprise Box: Place things of various textures into a grocery carton. Soft: Feathers, foam rubber, cloth, cotton, yarn, Kleenex, flower petals, cuddly toys Medium: Rubber stoppers, plastic hair rollers, rubber ball, pin cushion (no pins), erasers Hard: Nuts, bolts, pennies, tiles, seed pods, metal lids, wooden blocks, crayons	Child can sit beside the box and reach in to touch, handle, squeeze, shake, and otherwise experience the textures in the box. Use words (and signs) describing the different textures. Variation: He can climb into the box and sit among the assorted objects and textures. NOTE: If small articles that could be put into the mouth are used, close supervision is required.
TEXTURE BOOK	See Communication LEARNING STEP III, page 5.	

ACTIVITY	GETTING READY	WHAT TO DO
 PAPER TEARING AND CUTTING	Assorted colors and kinds of paper Blunt scissors	Tearing paper: Show your child how to tear paper into small pieces, then using co-action, help him do it. Next, encourage him to do it himself. Cutting paper: Cut paper to demonstrate the use of scissors for your child, then guide his hand in cutting. (He must have some skill in using his forefinger and thumb in a pincer movement before he can succeed in using scissors.) NOTE: Save the pieces of paper to use in pasting. This activity requires supervision.
 PASTING	Sheets of paper Also, a variety of things, such as shells, feathers, dried beans, scraps of paper or fabric, flat boxes Paste, white glue, liquid starch	Dip finger in paste, dab a little on the back of small articles or pieces of paper and press onto the paper. Or, squirt the glue or starch directly onto a sheet of paper, then help your child stick things to it.



OTHER SOURCES OF HELP

PUBLICATIONS

Creating with Materials for Work and Play. Use of clay, paints, paper...directions for making ... flannel board, bulletin board etc. (75¢)

ORDER FROM:

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Creative Activities for Young Children, by Charlotte B. Winsor. (15¢)

ORDER FROM:

Bank Street College Bookstore
69 Bank Street
New York, New York 10014

Ladybird Book: Things to Make. An attractive book with many illustrations. (79¢, plus 25¢ handling charge)

ORDER FROM:

Campbell's Book Store
10918 Le Conte Avenue
Los Angeles, California 90024

Home Play for the Preschool Child, by June Johnson. Publisher: Harper & Row, New York, 1957. (Borrow from your library.)

Entertaining Your Child, by Lucille Hein. Publisher: Harper and Row, New York, 1971. (Borrow from your library.)

ART MATERIALS AND SUPPLIES

Paint, powdered paint, clay, paper, and other supplies. (Free catalog on request.)

ORDER FROM:

Dick Blick
Creative Materials Headquarters
P.O. Box 1267
Galesburg, Illinois 61401

Art and educational materials, teachers' aids. Mail orders. (Distributors for Milton Bradley, Dolch, Judy and Ideal Companies)

ORDER FROM:

Gel Sten Supply Company, Inc.
913 South Hill Street
Los Angeles, California 90015

Art supplies, educational materials, teaching aids, records, and games. Rhythm band instruments. Mail orders filled.

ORDER FROM:

School Service Company
Educational Center
647 South La Brea Avenue
Los Angeles, California 90036

Crayoff (wipe off crayons). Also chalk boards, tack boards, and magnetic letters.

ORDER FROM:

Chatfield Clarke Company
2955 East Foothill Boulevard
Pasadena, California 91108

Check your telephone directory Yellow Pages under "Arts and Crafts Supplies" or "School Supplies" for names of local suppliers.

CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

LESSON EIGHT

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LESSON EIGHT

YOU AND YOUR CHILD

TIME TO LISTEN

In past lessons we have taken a look at some of the difficulties you've faced as a parent of a deaf-blind child. Certainly the problem isn't easy to face, nor will the situation become easier all at once. Day after day you must face up to the difficulties that are part of helping a child who is visually impaired and hearing impaired grow and develop. Without your help, his chances to succeed in coping with the barriers to self-sufficient living are almost impossible to overcome. With your continued help - constructive help - he can take many steps along the way to growing up.

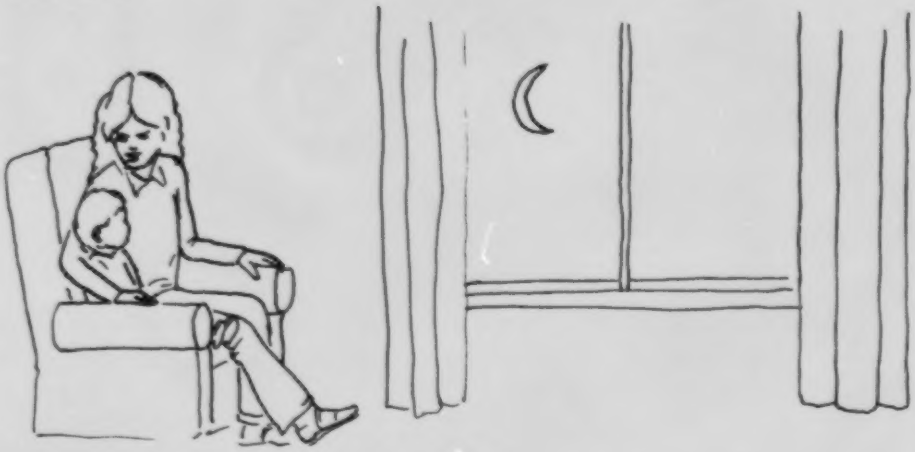
WHAT YOU'VE LEARNED

Daily Schedule
MENU

As you've studied these lessons, you've learned of the importance of scheduling your child's day; of helping him learn what happens - and when it will happen. You've gained some background information on your child's visual and hearing problems. You've probably helped him learn to eat more independently, and to eat a more varied, nutritious diet. You've expanded his world and his language by involving him in many new experiences that stimulate his vision, hearing, sense of touch - and his interest. He no doubt has shown some positive progress in the time that has gone by since you began the program.

LISTENING—AND SOCIABILITY

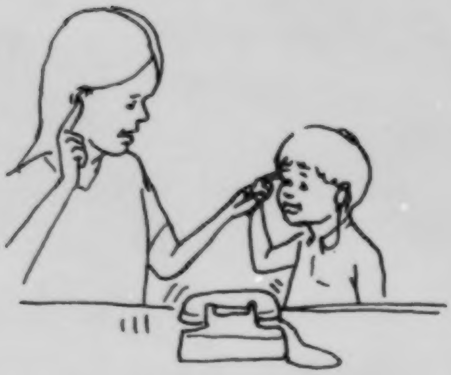
In any event, whether you can measure your child's progress in small steps or great leaps, we'd like you to think about helping him learn to listen. And - to enjoy listening! In this lesson, and in the Communication LEARNING STEP that accompanies it, we will stress auditory training and the social interaction that can go along with it. Music, singing, laughter - all can be family fun; learning to listen can make the world a much more social or sociable place in which your child can live. Of course, there are other ways, too, to involve your child in social or family activities. Some will be described later in this lesson.



HOW TO BEGIN

Learning to listen should be, first and foremost, pleasant. If the early experiences with sound are unpleasant, any child can, consciously or unconsciously, begin to tune sound out. He can avoid listening if sound is meaningless, or if it is harsh or irritating. Therefore, it is important to help your child find listening a pleasant, happy experience and to begin to associate sound with meaning. When your child begins to wear a hearing aid, introduce it at a time when you can be with him so new sound will not frighten him.

Possibly the easiest way to do these things is to share the fun of listening. Simply sitting with your child and singing, as mothers have always done, can be the best introduction to listening. Before bedtime, sit with your child, holding him in your arms or having him snuggle beside you. Sing a lullaby or any favorite melody, and rock or sway to the music's rhythm. Relax - and enjoy these moments together.



I HEAR THAT

Singing - and swaying - is a pleasant, happy beginning, a first step toward listening. Another way to help your child learn to listen is to call his attention to a variety of sounds in his environment during the day. Assume a listening attitude. Use the "hear" or "listen" sign as you say "Listen!" or "I hear ---!" Mention by name (and sign, also) the source of the sound. Say, for example, "Hear the telephone!" or "The alarm rang. Listen!" Immediately show your child where the sound originated. When possible, let him feel its vibration: as mentioned in an earlier lesson, you can let him feel the vibration of your voice, a vacuum cleaner, the TV or stereo, a washer or dryer, among other things.

SOUNDS—HERE, THERE, AND EVERYWHERE

Here are a few sounds, some of which you may scarcely be aware of because they are so much a part of life.

Household Sounds

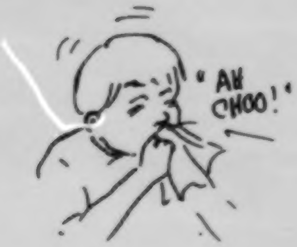
The ring of the telephone, doorbell, or alarm clock
The slam of a door
The sound of an object dropped

Kitchen Sounds

The mixer, blender or dishwasher
The toast popping up from an automatic toaster
The kitchen timer buzzing
A kettle whistling
The vacuum cleaner, washer or dryer
Water running, the toilet flushing

Outdoor Sounds

Car horns beeping or tooting
Dogs barking
Lawn mower
Pounding, sawing
Sirens



People Sounds

Voices
Coughing
Sneezing
Clapping hands
Stomping feet

SOUND AND MEANING

As you continue to call your child's attention to ordinary sounds - the "big" sounds at first - he will become more aware of them. He will start to make the association or connection between a sound and its source, and eventually between a sound and what it means. A bang may call to his mind a picture of a door slamming, then, as time goes on, come to be a signal that someone has entered or left the room.

As a variety of sounds begin to mean something to him, your child will become more interested in listening. The sounds will be worth listening for. We might say that he first must be helped to listen, then as sounds take on meaning, he will want to listen. Any awareness of sound, or vibration, will put your child in better touch with the world around him.

SOUND AND SOCIABILITY

Sound, laughter, music, and family fun all seem to go together. We have said that becoming aware of sound can help your child become aware of the world around him. Beside using such everyday sounds as those we've listed, you can use sound - and words and music - in games and activities. While your child, whose hearing is impaired, may never become an accomplished singer or musician, he can learn to enjoy rhythm and songs.

LISTEN—JUST FOR FUN

In the Communication LEARNING STEP that accompanies this lesson, we outline several listening games, but even before you try the first of these, involve your child in games just for fun. Begin with something simple, choose a game that's one you may have played when you were a child. Or choose one that you would play with any child. Some of these may be quiet games, involving hand actions. Others may involve body movement and more action. Along with music or rhythmic games, we will describe other games that will draw your child into the family circle. In a way he can enjoy, you can help him learn to relate to people in the family, then to others outside the immediate family.

TAKE IT "SLOW AND EASY"

Don't try to crowd a great many games into a short span of time. Always begin in a small way and gradually go on to new and different activities. "Start small and add slowly" is always a good idea.

GAMES FOR FUN AND FAMILY

In each category, the easiest games are listed first.

Lap Games

Rock, sway, or bounce to the rhythm of music

Finger Games

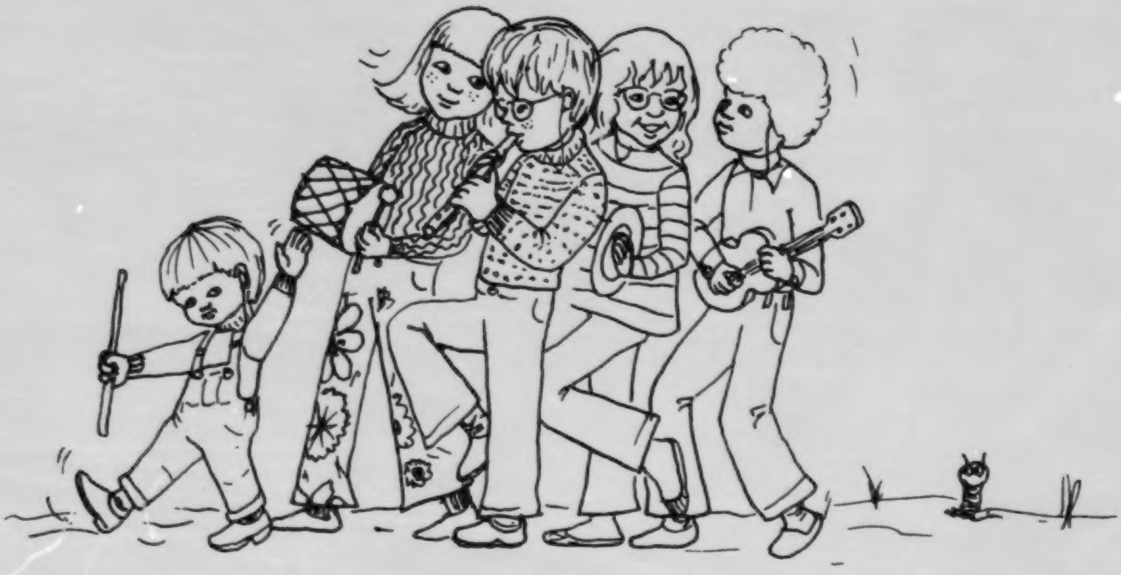
Clap, clap, clap your hands
Tap, tap, tap
Tap your head, tap your shoulders, tap your knees, tap your toes
Clap, snap, slap

All the above actions are done
to rhythm - chanting or singing.

Repetition is needed and enjoyed.

Marching Games

March in a circle	Walk fast
Play musical chairs	Walk slow
Have a parade	



Marching, running, or swaying can be done as you chant, sing, clap, beat a drum, bang cymbals, or to the rhythm of a lively march or other recorded music. Records are useful as they can be played again and again in association with specific actions or movements. The rhythm band instruments are enjoyed by most children.

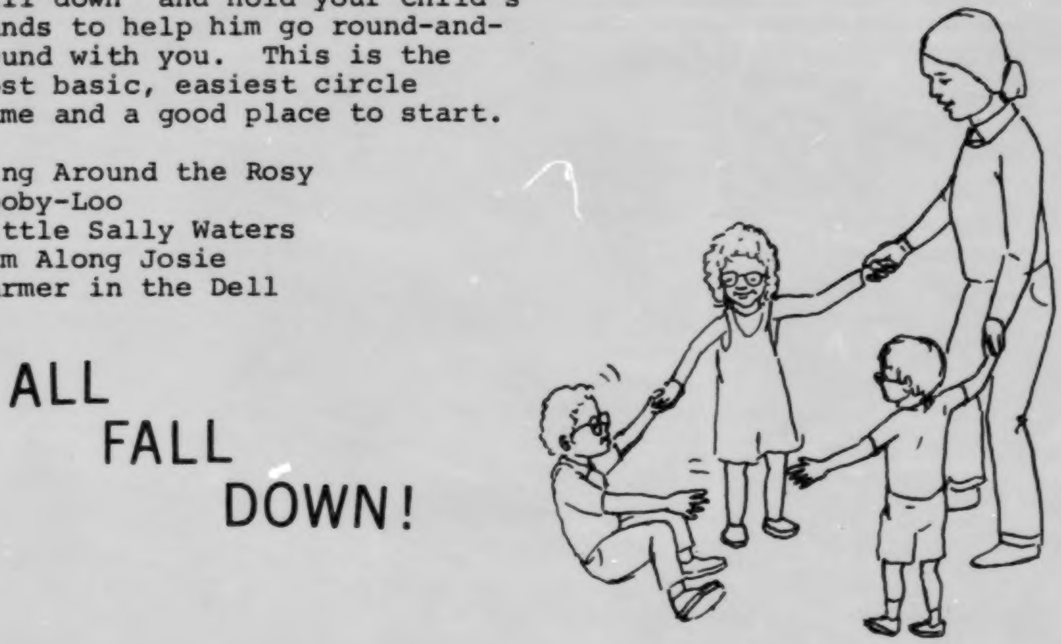
Singing Circle Games

Use those that are familiar to you or look for the words and music in some of the books (or records) listed under "Other Sources of Help" on page 11.

Round-and-Round:

Chant "round-and-round, we all fall down" and hold your child's hands to help him go round-and-round with you. This is the most basic, easiest circle game and a good place to start.

Ring Around the Rosy
Looby-Loo
Little Sally Waters
Jim Along Josie
Farmer in the Dell



Your family may have some favorites, possibly related to the family background and heritage. Songs that are favorites of Black children, Spanish-American children, French-Canadians, Japanese, and other ethnic or nationality groups can be found or listed in catalogs available from the Children's Music Center.

Other ideas for circle games:

Drop the Handkerchief
Old McDonald Had a Farm
Here We Go Round the Mulberry Bush

OTHER FAMILY GAMES

The following games are not musical games, but also involve cooperation and interaction between the deaf-blind child and other people. In play situations you win his cooperation and inspire him to be, as is sometimes said, "part of the action." He ceases being someone who is moved around by someone else, and becomes a participant. He becomes a child in his own right - first a child, and only secondly a child who is deaf and blind.

Having fun with others - family members, at first - is likely to give him a better feeling about himself as a person. It can help him feel he is accepted in the family group - that he belongs. And it can be a positive experience that helps him feel he's succeeded at something.

SOCIAL SKILLS LEAD TO SOCIABILITY

Play - and fun - can help a deaf-blind child feel better about other people, too. It offers practical experience in how to get along with others.

We've already described musical games that are basically social games - they involve two or more people.

Some of the kinds of play and games your deaf-blind child can enjoy with you and, after some experience, perhaps with another child or two might include:

Social Games

Peek-a-Boo

Hide the Button (or other object)

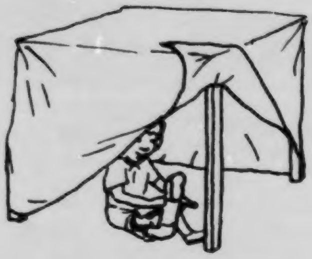
Follow the Leader

Simon Says

Bean Bag Toss

Imaginative Social Play

Playing house (a blanket tossed over a card table, or a large packing box will be a satisfactory playhouse).



Doll play

"Talking" on a toy telephone

Puppets

Dramatizing stories

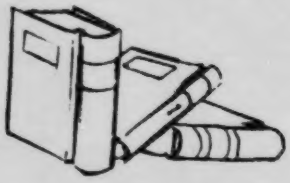
Construction or Building (Cooperative Play)

Blocks
Tinker Toys
In the sandbox

These are only a few examples of social play that can help your child feel good about himself and his ability to get along with other people. They provide practice in the social skills he'll need all his life - skills that will help him relate to children his own age and to adults as time goes on.

Sources of books, records, and musical instruments are listed on the next page.

The Communication LEARNING STEP offers more ideas on auditory training, using music, rhythm instruments, and voice.



OTHER SOURCES OF HELP

Your local library
A music store

or

The Children's Music Center
5373 West Pico Boulevard
Los Angeles, California 90019

The above may be the best places to locate books of children's songs or singing games, records, or rhythm instruments. The Children's Music Center will send a free catalog if you ask for it. (Add $1.00 charge for orders under $10.00.)

Included in the catalog, but also available in other places are:

Songs for the Nursery School ($3.95)
Singing Games for Children ($2.50)
Let's Do Finger Plays ($5.50)
American Folk Songs for Children (Book $6.95; record $5.98)

Rhythm Instruments

Children's Music Center prices are given. Your local stores will have comparable prices.

Bongo Drum ($4.75)
Long Distance (Loud) Cowbell ($2.25)
Handi-Multi (Sleigh) Bells ($.70)
Rhythm Sticks ($.35 per pair)
Mexican Wood Maracas ($2.00 per pair)

Note: Homemade instruments may be used.

Oatmeal box or kettle for a drum
Block of wood with sandpaper
Pie tins with drawer pulls attached for cymbals

Records

Marches (choose those with a heavy bass)
Polkas
Lullabies
Hap Palmer Learning Basic Skills, Vol. 1 ($5.95)

Note: Most "talking" records are too advanced for young deaf-blind children.

OTHER PUBLICATIONS AND RECORDS

Platt and Munk Books
1055 Bronx River Avenue
Bronx, New York 10472

Ask for a price list of song books (and picture books) for young children. Platt and Munk Books may be found in a local store selling educational supplies or children's books.

*****

Rhythm Time: Album I ($5.99)
Basic rhythms (walk, run, skip) and other rhythmic sounds.

Sousa Marches ($5.99); a collection of rousing marches; a good beginning rhythm - activity record.

Bowman books for the preschool child may be found in a local store selling educational supplies.

OR ORDER FROM:

Bowmar
622 Rodeo Drive
Glendale, California 91201

*****

Learning to Listen; a 78rpm record, for young deaf children ($1.25 postpaid). A beginning experience in listening to spoken words.

Play It By Ear, by Edgar L. Lowell and Marguerite Stoner, 180 pages; illustrated, describing 36 different auditory training games for young deaf children.

ORDER FROM:

Educational Materials Department
John Tracy Clinic
806 West Adams Boulevard
Los Angeles, California 90007

(California residents add sales tax when ordering from the Clinic, Children's Music Center or Bowmar.)

CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

LESSON NINE

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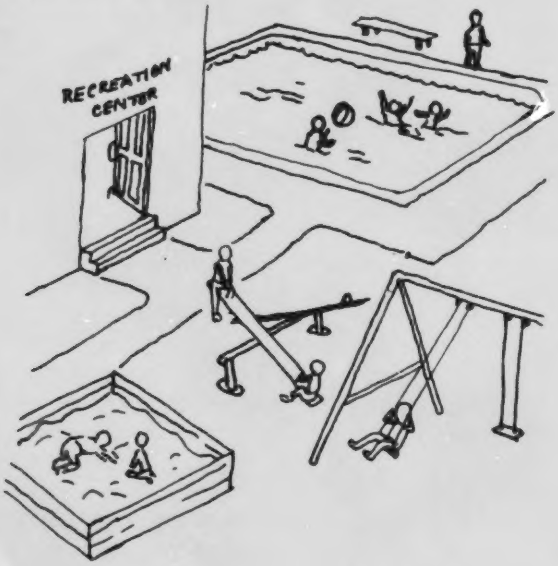
LESSON NINE

YOU AND YOUR CHILD AND THE COMMUNITY

Most of the things we've talked about in our lessons have been things for you to do, or things for you to learn. We've also described, in the LEARNING STEPS you've received, a great variety of activities to share with your child.

In the list of references that comes with each lesson, we have mentioned many organizations and publications that can be of help to you and your child. Most of the agencies or centers we've listed (such as the Regional Deaf-Blind Centers) have to do with your child's special problems, although we have included the names of other organizations, books, and suppliers of learning materials.



In this lesson, we will talk about community resources that will be helpful now or in the future. In the final lesson (Lesson Twelve), we will talk about schools and organizations that can offer ongoing assistance as your child grows up, and about your long-range plans for him.

WHAT KIND OF SERVICES

Many services in your own community or close by will give you relief or surcease from the demands of your deaf-blind child. Some are designed essentially for handicapped children, such as swim programs for blind children. (We give details on this in LEARNING STEP NINE - GROSS MOTOR.) Other services may be for all children, not specifically for handicapped children, but many have programs that would be appropriate for a child with impaired hearing and vision.

EVALUATION SERVICES

Without doubt your child has been seen by many doctors and specialists. He has probably had hearing tests and been seen by an eye specialist (ophthalmologist) and an ear specialist (otologist or otolaryngologist), as well as by his pediatrician. If there is any question of a heart condition, an orthopedic, or a neurological problem, you have probably had your son or daughter checked by specialists in these fields. At times you have probably felt that life consisted mainly of taking your child from one doctor to another, one diagnostic center to another. All this may have been recent, or, if your child is four or five years old or older, may have taken place a few years in the past.

ROUTINE CHECKUPS ARE NECESSARY

MARCH
APPOINTMENTS
Doctors
Dentist

At this point, we aren't going to urge you to start that dreary round again. If your child is under continuing medical care or supervision, his doctor should make necessary referrals for checkups or special medical care. However, it is wise for parents to keep in mind that hearing and vision, and the hearing aid and glasses, should be rechecked at least once a year. An annual medical examination of the eyes and ears, and a reevaluation of hearing ability and the fitting of the glasses are strongly recommended.

While your child's doctor may look out for his health and follow a generally accepted schedule for immunizations and physical examinations, it will be well for you to verify that these are carried out when they should be. Your deaf-blind child should have the same routine medical care - "well-child care" - that any other child has. Generally recommended are regular visits to the doctor, plus immunization for serious sicknesses such as diptheria, polio, smallpox, whooping cough, lockjaw (tetanus), mumps, measles, and rubella (if your child is not already immune).

SERVICES FOR YOU

We feel just as strongly about the need for parents to look after their own health and well-being. So much depends on you that it is essential for you to take care of your health. You must get enough rest, and periodically get some relief from your child's demands. Area or Regional Centers for Deaf-Blind Children may, at times, be able to advise you on respite care, something like the military service's "Rest and Recuperation" program - for parents. Inquire as to whether child care (for a day or two) can be arranged through these centers, if you feel you are in great need of time and rest to recoup your own strength. You may be able to arrange for this yourself through grandparents, friends, or other relatives so you can get away occasionally. If no temporary child care service is available through the Regional Center, or through friends or relatives, a social worker may be able to make suggestions.

YOU ALSO NEED CHECKUPS

Aside from getting enough rest and a nourishing diet (which sets a good example for your child), you, too, should have regular medical checkups. It is important to look after your health - not only for your own sake, but because you must be healthy and energetic just to keep up with your child.

YOUR CHILD

Let's get back to your child. On the other side of this page, and on the following pages, we'll take a look at recreational and child care facilities that may be open to him in your own community.

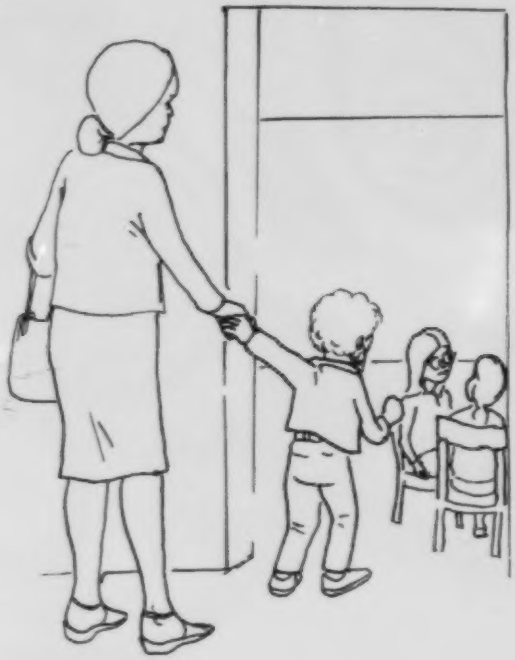
PARK AND RECREATIONAL PROGRAMS

In most places, a local or county recreational department may offer supervised playground, gym, or arts and crafts activities for young children. These are ordinarily offered during the summer but may also be offered on a limited basis during the school year. Your child may enjoy playing near, if not with, other preschool children. Even though the play area is supervised by an instructor or leader, you will need to stay close by at first. Give your child time to become familiar with the situation before attempting to leave him on his own. Also, give the play supervisor time to get to know him. People who aren't acquainted with handicapped youngsters are sometimes unsure of their own ability to cope with the child. Explain briefly that your child will probably play by himself. He may imitate others and be aware of their noise and movements. Stay close by at first in case the play leader needs you.

Occasionally, these park or playground programs may be planned especially for handicapped children, or you and other parents may be instrumental in establishing such programs.

DAY CARE, NURSERY PROGRAMS, HEADSTART

Working mothers often must leave their children in day care or nursery programs; other mothers often should. A morning or two a week in a private or public nursery school or day care center (if it is a good program) can be worthwhile for your child. You may need to explain his needs, demonstrate how to communicate with him, and urge the teacher to expect him to do what he can for himself. Even if it is felt that you need to be there to help, the experience will offer you relief and change from your usual busy days. At the same time, it can offer your child a social experience and a chance to participate in a variety of activities.



Note: Look into Headstart programs, where some special consideration is sometimes given to enrollment of handicapped children.

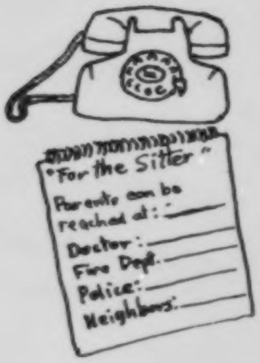
SUNDAY OR SABBATH SCHOOL

Your church may have a nursery or a summer Bible School for preschool children. Look into this as a possible social and learning experience for your child.

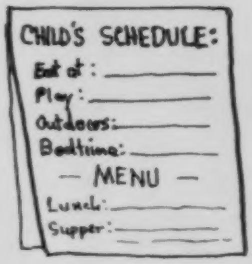
NEIGHBORHOOD PLAY GROUPS

Many of the programs we have mentioned require that your child be able to walk. Others may require that you stay with your child at least until he is settled into the program. To a lesser extent this is true of a small neighborhood group - a parent participation program. With a few close neighbors, plan a one or two morning child care arrangement, when the mother who is in charge plans and carries out some activities while supervising the children's play. In a two mother/two child group, one mother has a free morning while the other "sits" and supervises. This amounts to an exchange of baby-sitting service. Because your deaf-blind child needs more care and attention than an average child, you may have to make a "two-for-one" arrangement in order to continue such a plan. That is, you may need to give two hours baby-sitting time for one hour of the other mother's time. Or you may offer to take care of two children in return for your child's care. Go that extra mile! The free time is worth it.

DAY CARE HOMES AND BABY-SITTERS



Children under age two, or those who are not mobile, may be cared for in a licensed day care home: check with your state licensing agency and visit the home before arranging such care. Possibly you can locate a regular or part-time paid baby-sitter through friends or neighbors, or through a baby-sitting agency.



Make certain the person you put in charge is absolutely dependable. Give clear instructions (with a time schedule and menus). Be sure to leave a phone number where you can be located and a list of emergency phone numbers - the doctor, hospital, fire department - and a neighbor or your child's grandparents. This "back-up" will add to the sitter's confidence and your feeling of security.

GRANDPARENTS ARE GREAT

Or can be! One baby-sitting service - the one used by most families - is offered by a loving grandparent (or other relative). Because the good intentions sometimes wear thin, it is wise to make some gesture in return. If nothing else, give love and appreciation.

Finally, although this is not always possible, you could try to line up other parents of deaf-blind children in a baby-sitting arrangement. In your community if there are other parents of children who are visually and hearing impaired, this kind of cooperation can offer your child an experienced "substitute parent," as well as the chance for you to get together with other parents. This involvement can enable you all to work together for better opportunities for your children, not only schooling, but recreational programs, camps, and other facilities.

Guidelines for cooperative baby-sitting groups can be found in Who Cares (Besides You?) - free - Mattel, Inc. Toy Division, 5150 Rosecrans Avenue, Hawthorne, California 90250.

COMMUNITY YOUTH PROGRAMS

The YWCA or YMCA may have parent-child gym or swim programs. These organizations, and the Boy Scouts, Girl Scouts, or Camp Fire Girls may have other opportunities in which your child can participate. Troops for handicapped children have been organized in many places. If there are none in your community, get together with other parents of children with impaired vision and hearing to form your own troop.

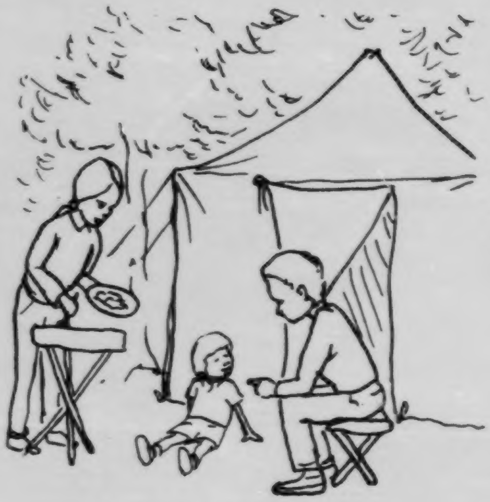
SPECIAL PROGRAMS FOR DEAF-BLIND CHILDREN

Don't overlook the services offered by such organizations as Braille Institute, Junior Lighthouse for the Blind, Crippled Children's Services, and, of course, your Regional Center for Deaf-Blind Children, as well as your local public schools. Use everything you can get in the way of help for your child.

CAMPING

Your deaf-blind child can go right along with you if your family enjoys camping. Whether in a tent or trailer, few special arrangements need to be made for the deaf-blind child except to insure his safety at the campsite.

Choose a site that offers no unexpected hazards - a sharp drop off of the terrain or a swift flowing stream. Take along a portable fence or a playpen to use when necessary. And you will have to face the fact that away from home your child will require more supervision than when in his own house or yard. At times you may want to arrange to have your child cared for by someone else, while the rest of the family does something that might be too much for him.

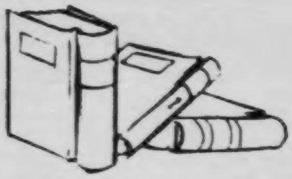


ORGANIZED CAMPS

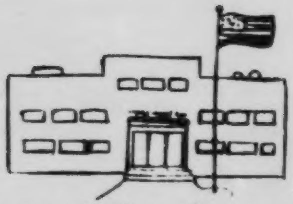
There are a limited number of camps that have programs for handicapped children, with camping experiences tailored to the child's abilities. Look into what is offered in your area. While not many camping sessions are designed specifically for deaf-blind children, it may be possible if you and other parents make your desires known, to get such programs started in your state.

MAKE THE EFFORT

It will take time and effort, and sometimes a great deal of determination, to find opportunities such as those we describe, or to create them. Sometimes you will have to be almost unpleasantly persistent in your efforts to get your child into a day care center, a park program, or a camp. But, in general, begin with a cooperative attitude, and demonstrate willingness to explain, willingness to cooperate, and willingness to participate yourself, if need be. Don't use pressure tactics unless every door slams. Try to open the door a crack so you and your child will be welcome, and do not underestimate what you and other parents can accomplish. Virtually every program for handicapped children in the United States has come about as the direct efforts of parents working - and learning - together.



OTHER SOURCES OF HELP



Ask the following organizations for information or publications that might be helpful. Mention that you are the parent of a child with impaired vision and hearing:

Your Regional Center for Deaf-Blind Children
(See pages 17 and 18 of the Introduction)

National Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Illinois 60616

Regional Centers for Retarded Children sometimes offer services that may be appropriate. Ask your state department of health for addresses.

National organizations dealing with any other physical or developmental defect your child may have, such as cerebral palsy, heart defects, or orthopedic problems. Ask your library or health agency for addresses.

YOUTH ORGANIZATIONS

National Council
Boy Scouts of America
North Brunswick, New Jersey 08902

Girls Scouts of the U.S.A.
Attention: Program Development Director
830 Third Avenue
New York, New York 10019

Camp Fire Girls, Inc.
1740 Broadway
New York, New York 10019

Your local Young Women's Christian Association, Young Men's Christian Association, Hebrew organization, Boys' Clubs, or Catholic Youth Organization.

Los Angeles area families:

Get information on the recreational program for visually handicapped children age six and over (multihandicapped children are accepted):

The Foundation for the Junior Blind
5300 Angeles Vista
Los Angeles, California 90043
Phone: (213) 295-4553

FINANCIAL ASSISTANCE

Financial assistance to parents of handicapped children may be available through the following agencies.

Your state Crippled Children's Services
(Inquire at your local or state health department)

The CHAMPUS program
Active duty uniformed members of the United States Armed Forces ask your commanding officer about assistance available under this program.

Social Security
Certain families may find that assistance is available for disabled children. Ask at your local Social Security Office.

Caring for Your Disabled Child, by Dr. Benjamin Spock, lists many resources and services for parents of handicapped children. Ask for it at your local library.

The Children's Bureau
U.S. Department of Health, Education, and Welfare
Washington, D.C.
Pamphlets dealing with specific handicapping conditions and with all children. Ask for a list.

CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

LESSON TEN

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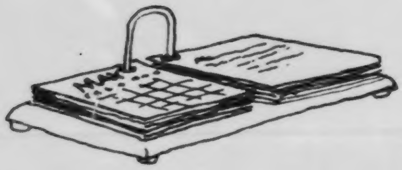
LESSON TEN

YOU AND YOUR CHILD AND INDEPENDENCE

In all you do or have done to help your child grow and develop, your ultimate goal is for him to have as good a life as possible. There are many concepts, widely differing ideas, of what a "good life" is. However, most of us agree that feeling useful and as independent as possible contributes toward a life that can be satisfying and offers contentment and happiness.

Your desires and goals for a "good life" for your deaf-blind child are basically like those you'd have for any other child. There may be limits on the degree of independence he will achieve, but we cannot, at this stage of the game, put barriers on how far any child can go. Who is to say, when a child is three, or four, or five that he will not show considerable progress in the next ten years? Or who can predict how well he will see or hear once he learns to use his hearing and vision? We must accept what each child is today, and help him have a better tomorrow.



While we will discuss long-range plans for education in the final lesson of this Program (the twelfth lesson), we ask you to think mostly about today rather than to worry about the distant future.

YOU HAVE COVERED MUCH GROUND

At this time we feel it safe to assume that, having covered nine lessons (and a number of LEARNING STEPS), you and your child have progressed in many ways. You have gained more understanding of him as a child, and, as a child with limited hearing and vision. Moving along in the LEARNING STEPS, your son or daughter no doubt has acquired better ability to use his mind and body, and whatever sight and hearing he has. In this lesson we will encourage you to give your child small tasks and responsibilities that will add to his feeling of independence and importance. Being able to accomplish things, to take on some tasks, will also help others see him in a more favorable light.

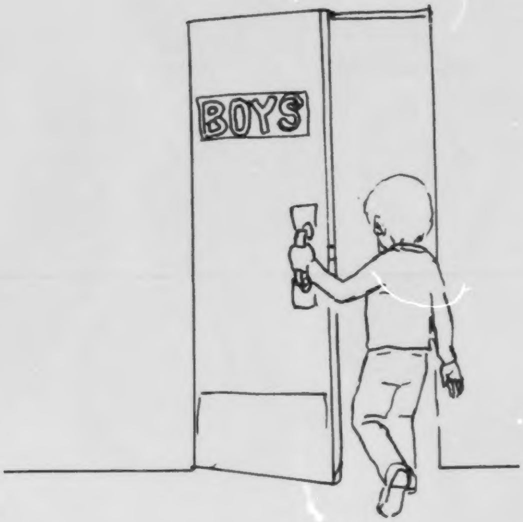
CARING FOR SELF

The tasks or responsibilities your deaf-blind child can begin to assume will be like those you would teach any other child, but he may be starting later and will take them on much more slowly. In general, you are likely to start with self-care skills. We cover various aspects of self-care in the Toilet Training, Eating, Sleeping, Dressing/Undressing, and Personal Hygiene LEARNING STEPS. These will, if followed, help your child achieve independence in self-care.

BIG BOYS AND GIRLS USE THE BATHROOM

Every child should, if possible, become competent in caring for himself. Any child will have a better self-image if he can stay dry and take care of his own toilet needs. He will be better regarded by others, both adults and children, if he doesn't wet or soil his pants. This social acceptance will add to his self-esteem. If you have not received our LEARNING STEPS on TOILET TRAINING, and if your son or daughter needs help in this regard, please ask us for them. Then encourage him to take on, step by step, complete responsibility for using the toilet. We set self-sufficiency in toilet habits high on the list of achievements for your child.

Other tasks that are related to your child himself, and that should be assumed by him in his early years, include dressing (and undressing), as well as washing his hands before meals and after going to the bathroom, combing his hair, and brushing his teeth. You may need to remind him, or get him started. But you should make every effort to have him take on these responsibilities himself. When using the bathroom, he should flush the toilet and turn off the water.



HELP WHEN YOU MUST

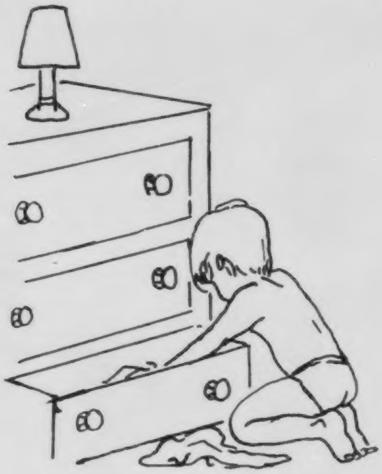
Your child will need supervision and help when taking a bath, and you will probably need to shampoo his hair until he is older. You may need to make sure he brushes his teeth after meals, and washes his hands before eating, but if he has become accustomed to doing these things every day, in a routine way, there is a good chance he will continue these "good hygiene" habits. We would not want you to instill exaggerated habits of cleanliness. However, we urge you to encourage him to do things for himself, and to help him have an attractive, cared for look.

DON'T

Don't try to cover everything at once. Gradually help him develop his skills in keeping himself clean and clothed. If any of these skills is not coming along as you think it should, please ask us for LEARNING STEPS on the particular area in which you could use ideas.

HE CAN TAKE CARE OF HIS OWN THINGS

Keeping his possessions in their own places will encourage habits of orderliness and neatness. If your child doesn't have a room of his own or his own chest of drawers or cupboard, at least have a drawer or two, or a few boxes, that are strictly for his belongings.

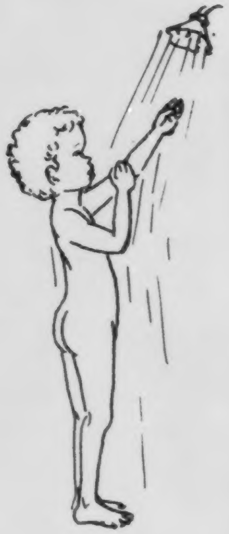


Keep his washcloth, towel, and toothbrush in the same place all the time. Encourage him to put things where they belong after he's used them.

Have him put his shoes, as well as his overshoes or boots, away when he takes them off. Be sure he learns to hang his coat or jacket where it belongs. His sense of possession and his ability to locate what he needs will, like dependable toilet habits and a neat appearance, make him feel good about himself.

SOMETHING NEW

If your child hasn't ever had a shower, this can be a new experience. At first you may want to take him in the shower with you, or have him take a shower with a brother or sister. Introduce this gingerly - have him put a hand or foot under the spray of water so he'll know what to expect before he steps in. Be sure the water is tepid or lukewarm, so he won't be startled, and have a mat underfoot or nonskid strips on the bottom of the tub or stall. Install a safety bar (hand grip) which will prevent falls and allow him to be independent.



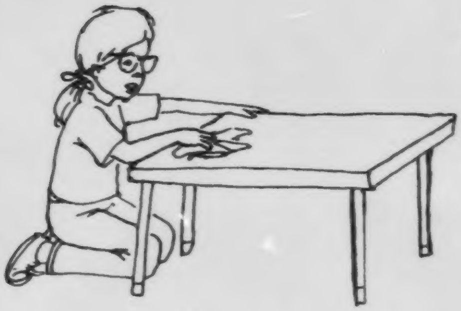
Always check the water temperature before letting your child get into a tub or shower, and never leave him alone in either - not for a minute, until he is old enough and aware enough to be responsible.

APPEARANCE IS IMPORTANT

Keep your deaf-blind child in clothes as attractive as those other children his age wear, and avoid those that rumple easily, or look drab and dowdy. Help him look his best! Some parents buy inexpensive garments, rather than the most costly, so there can be a good supply of fresh clothing on hand. It is extremely important for any handicapped child to be dressed neatly, in comfortable, appropriate clothes. Another point: Good looking clothes may encourage your child to take on more responsibility for dressing himself. Make clean clothes each morning the rule, so he will expect to get into a change of clothes every day. Build good habits for the future.

RESPONSIBILITIES IN FAMILY LIFE

Besides learning to look after himself, every child should begin to contribute, as best he can, to keeping the household running. It may be a long time before your child can vacuum, scrub and polish a floor, or completely clean his own room. But if he can walk independently and has acquired a degree of manual dexterity, let him take on a few household responsibilities.



PUSH AND POLISH

Let him help dust and polish furniture. Pushing the button on a spray can to put a film of polish on wood furniture, then buffing it with a cloth, is an experience that will engage his tactile sense, encourage use of his hands and fingers, and give him a feeling of accomplishment.

SET THE TABLE

Your child can help by putting place mats, silverware, and plastic (unbreakable) dishes at each person's place. At first, you will need to show him what to do. As he learns where everything belongs, he will be able to handle this task by himself. He will be kept occupied, in a way that will make him feel he's useful, and you may find yourself with a few free moments.

OTHER THINGS A CHILD CAN DO

Consider all the responsibilities you can gradually help your child assume. Don't rush this, but work toward the goal of having him be a participating family member.

Besides dusting or polishing furniture and setting the table, other tasks within the ability of many - even most - deaf-blind children are:

Putting his toys away
Carrying a plate with food on it
Pouring from a pitcher
Clearing the table
Getting himself a drink of water or milk
Fixing his own snack
Carrying milk bottles (using a carrier
Emptying wastebaskets
Feeding pets (If you don't have or can't have a cat or dog, he might like to have a goldfish.)
Putting his dirty clothes in a hamper
Helping hang clothes on a line - handing garments and clothespins to you, or holding the clothespin bag
Helping rake leaves or pull weeds
Shoveling snow
Sweeping the porch or sidewalk

Let your child grow up. Help him learn to use a knife and fork - and give up the baby sized implements. Get him out of the high chair and into a youth chair or on a "booster" seat (or use books on an ordinary chair). Put the bibs away, too!

You may think of other things in your own household that will allow your child to share in responsibility and be a contributing member of the family.

REACHING OUT

Besides caring for himself and helping around the house, your child must, when it is possible, begin to take on some independence in where he can go and what he can do. Limited though this independence must be, you can gradually extend the boundaries within which your child can move and act.

YOUR CHILD'S WORLD EXPANDS

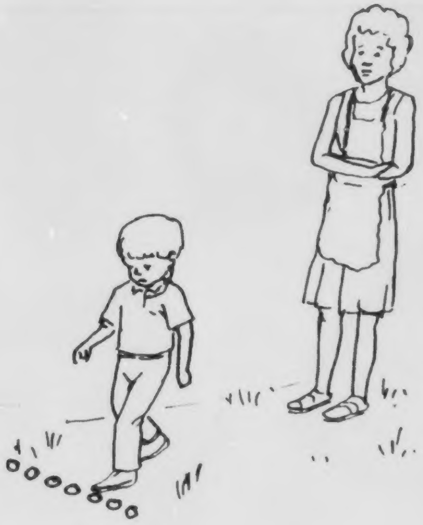
Like all children, your deaf-blind child spent most of his early infancy in his crib. Then his boundaries expanded to include a playpen and his own room. Next a safe play area in the house offered him a place where he could observe family activity. Perhaps he "graduated" from there to the porch or backyard. And more than likely he has recently spent many hours at a nursery center or preschool. His world has grown! But even so, he has usually been moved or taken from one place to another by someone else, even if you've let him get in and out of the family car almost without help. On neighborhood walks, you've probably held his hand.

He has almost always been maneuvered, led, or directed. He has seldom directed his own activity. Now we want you to think about letting go. You cannot turn your child loose, but you can begin to work toward the goal of freedom within limits.

DRAW BOUNDARY LINES

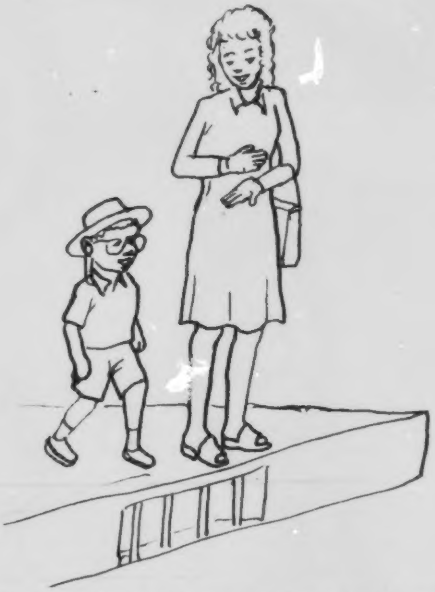
Set a boundary: dividing lines between your house and the neighbors', perhaps. Mark these with visible, tactile lines: pebbles, a heavy white cord, or strips of bright plastic. Walk from one boundary line to the other with your child. Dramatically stop. Say and sign "Stop!" After he has become aware of where his boundaries are, let him walk or play by himself. Sit on the sidelines. Watch. If he starts to step over the line, quickly stop him. Repeat the warning "Stop!"

You may need to watch your child for many weeks. At some point he will learn to control or limit his own behavior and stay where he is supposed to stay. Be sure he wears his ID tag in case he does wander away.



LET GO

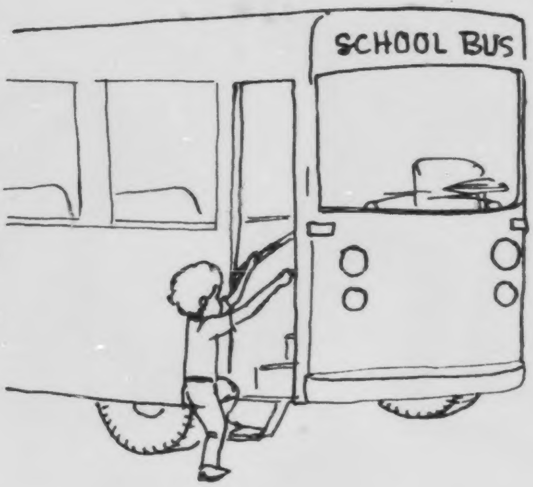
On your walks in the neighborhood, begin to say "Stop" at curbs. Let him step up and down, and encourage him to reach down and feel that the curb marks the dividing line between the sidewalk and street. Take your child's hand to cross the street, but otherwise let him walk beside you, without his hand in yours. His stride will be better - and you can help him understand he's a "big boy," (or that your daughter is a "big girl!").



Walk to the mailbox, and let your child carry the letter and drop it in the slot. If the mailbox happens to be only a few doors away, you could begin to let him walk by himself to post a letter. Make a "play mailbox" to provide practice at home.

Does an ice cream truck come down your street? If so, ask the driver to stop on your side of the street, and begin to let your child take the money and go to the truck by himself to get his treat. (Keep an eye on him.)

If a school bus stops at your house, let him wait for it by himself, with you a few feet away. Let him learn to get on (and off) by himself. Even if he has to scramble up (or down) on his hands and knees, let him do it! If an attendant rides on the bus, gain this person's cooperation in developing your child's self-sufficiency. Give him a helping hand only when he must have it.



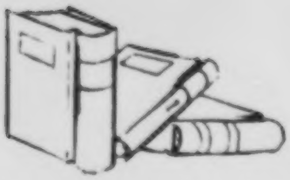
WE REMIND YOU

Let go! Stay in the background and supervise without being conspicuous. Enforce boundaries, and offer help only when your child has to have it.

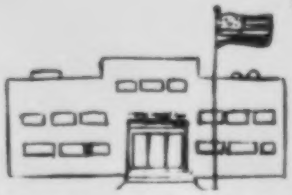
YOUR GOAL: FREEDOM WITHIN NECESSARY LIMITS.

A LOOK AHEAD

In Lesson Eleven we will provide a review of the lessons, and in Lesson Twelve a look ahead. You may send in your reports on the lessons - this one and all previous lessons - at any time, but continue to use the lessons and LEARNING STEPS as long as they are helpful.



OTHER SOURCES OF HELP



If your child is totally blind (or nearly so) and learns braille, you can borrow books and magazines from a library for the blind. Some magazine publishers will send braille editions of their magazines free of charge; magazines can usually be kept permanently.

Children's magazines available in braille include Jack and Jill, American Girl, Boys' Life, and My Weekly Reader.

Children's books (preschool through high school). Printed and braille words side by side, raised illustrations for child to feel. Available on loan, no charge, postage paid, through the lending library. Request a library booklist.

ORDER FROM:

Twin Vision Publishing Division
American Brotherhood for the Blind
18440 Topham Street
Tarzana, California 91356

For information on braille publications and library services, write to:

Division for Blind and Physically Handicapped
Library of Congress
Washington, D.C. 20542

Large print editions of many publications may be available through your local library; these will be useful for children with partial vision as they learn to read.

As your child gets older, devices such as tactile alarm clocks, timers, and doorbell systems may allow him more independence. For information, write to:

Sales Division, Aids and Appliances
American Foundation for the Blind, Inc.
15 West 16th Street
New York, New York 10011

A reminder:

When riding the school bus or attending school, going places with you, or being outdoors by himself, your child should wear an identification tag or bracelet. These may be ordered locally, or send your request for an order blank to:

Medic Alert Foundation
Turlock, California 95380

CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

LESSON ELEVEN

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LESSON ELEVEN

This lesson, the eleventh, is the shortest in our entire Learning Program. Nevertheless, you may find it to be one of the most important lessons. We urge you to read it because it will give you:

First: An opportunity to consider carefully any changes in your attitude toward your child, and your ability to cope with his needs.

Second: A chance to take a long-range look at any gains he may have made in his behavior, his ability to take care of his own needs and fit into family life, and his ability to comprehend what you tell him, as well as to express himself.

Third: A good chance to remind yourself to ask questions that have not been answered in our lessons or letters.

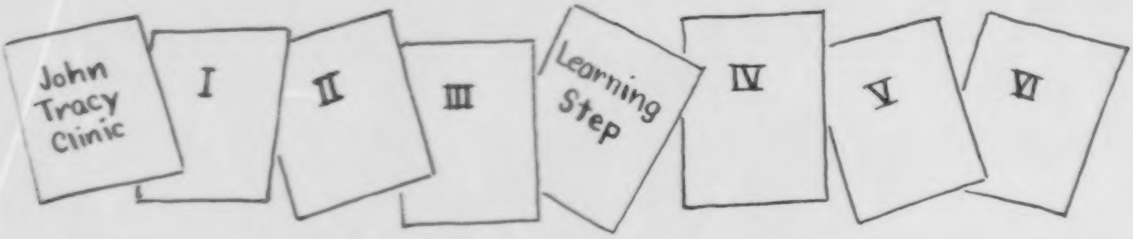
Fourth: An opportunity to tell us what and how you feel about the entire Learning Program or any particular parts of it. Tell us what you like about it and what you think could be better. It is you, the parent of a deaf-blind child, who can be our best critic. Share your thoughts and feelings with us.

REVIEW AND REMEMBER

On the next few pages are questions and comments covering the first ten lessons. If you go over them carefully, they will provide an opportunity for you to review the material you've covered since you enrolled in this Program. They will also be a kind of Self-Test which you can complete now to see what you've learned and again in six or eight months to see what you remember!

KEEP THIS: RETURN THE REPORT

The Report Form which accompanies the lesson should be returned to us, but you should keep this Self-Test which begins on the back of this page.



SELF-TEST AND REVIEW

This is the time to take a look at your original Check List, if you still have it, and at your child today. Use a red or green pen or pencil to bring the Check List up to date so that you can easily see what changes have taken place.

COMMUNICATING AND RELATING

	YES	NO
Does your child seem any closer to you now than when you began this Program?	___	___
Does he accept physical contact more than he did?	___	___
Does he let you put his hand on your face?	___	___
When you speak and sign, does he understand more than he did?	___	___

Mention a few simple words, requests, or directions he usually understands.

____

____

____

____

How many words or signs does he understand? ______________________________

Does he imitate or copy hand signs? ___ ___
Name a few:

____

____

____

Does he volunteer any hand signs (use them by himself)? ___ ___
How many? ________________
Name a few:

____

____

KEEP THIS REVIEW SELF-TEST

SELF-CARE

EATING

	YES	NO
Mention changes in your child's eating schedule that took place after you began this program.		

____

____

____

Does he eat a greater variety of foods?	___	___

SLEEPING

Have his sleeping habits improved?	___	___
Is it easier to get him to bed?	___	___
Does he usually sleep through the night?	___	___

TOILET TRAINING

Does your child use the potty or toilet when you take him there? (Most of the time.)	___	___
Does he tell you when he needs to go?	___	___
Does he go by himself?	___	___

DRESSING/UNDRESSING

Does he usually get undressed by himself?	___	___
Does he manage to get into his clothes by himself?	___	___
Can he manage zippers?	___	___
Can he manage buttons?	___	___

PERSONAL HYGIENE

With reminding, does your child:

Wash his hands?	___	___
Brush his teeth?	___	___
Try to comb his hair?	___	___

KEEP THIS REVIEW SELF-TEST

GROSS MOTOR

	YES	NO
Is your child able to:		
Sit	___	___
Creep	___	___
Stand	___	___
Walk	___	___

Mention other gross motor abilities he's acquired such as running, jumping, climbing.

____

____

	YES	NO
Has your child learned to reach for things and pick them up?	___	___
Does he hold a crayon or felt tip pen and scribble?	___	___
Does he imitate circles or marks?	___	___

YOU AND YOUR ATTITUDES

	YES	NO
Do you feel more confident about helping your child become more self-sufficient (within some limits)?	___	___
Do you try to follow a regular day-to-day schedule, naturally allowing for some variations?	___	___
Have you been able to arrange for day care or a baby-sitter to get some relief and a change for yourself?	___	___

FUTURE PLANS

If you have wondered about future plans, for the next several years, our twelfth lesson, "A LOOK AHEAD," will be of special interest.

Now, all that remains of this eleventh lesson is to read the Communication section, fill in the Report, and send it to us.

Then, when you've received and read Lesson Twelve, please send that report and we will send a certificate stating that you have completed this entire LEARNING PROGRAM.

CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

LESSON TWELVE

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LESSON TWELVE

We began this Learning Program with a letter from Mrs. Spencer Tracy, herself the mother of a deaf son. John Tracy's deafness was made a greater problem because of visual difficulties, so it is natural that Mrs. Tracy's concern is for parents whose children also have these combined problems.

A MOTHER SPEAKS

It seems fitting to end this Learning Program - for this is the twelfth lesson - with thoughts from another parent. This mother could be you, or any mother: her identity is not known to us, nor to the Multihandicapped Rubella Foundation, which reprinted her "Goals" in a newsletter. If she will come forward, we'd like to give her credit for so clearly and sensibly stating her goals for her multihandicapped child. In the meantime, with a few words here and there changed to make the goals appropriate for parents of deaf-blind children, we share them with you.

First, however, let us say that everyone - parents and professionals alike - have the common goal of wanting the best for our children. In a recent publication of the Bureau of Education for the Handicapped, U.S. Office of Education, we read, "Children have a right to live full and fruitful lives and reach their potential..." The parent who wrote the following had that as her main premise.

"SOMEDAY" GOALS I WISH FOR MY CHILD

1. I wish foremost, for my child to be happy. If he can be that living at home (and I am still able to care for him at home), fine. If he wants to - or should - live away from home, then I must provide a place for him to live - not just exist.

2. I wish my child to be educated to the extent of his abilities and capabilities.

3. I would like him to have enough daily living skills so that he will not feel he is a great burden. I would like him to be able to wash himself, (at least the parts a grown man would not like his mother to wash); toilet himself - I will not be able to take a grown man into the bathroom marked ladies. Brush his own teeth and assist (at least) with his dressing. (A grown man would not like his mother to put his underwear on him.) Also, shave himself and put on his own deodorant.

4. I would like to see my son continue to be happy with himself, so that others will continue to be happy about being around him. He should also learn to be gracious about asking others to help, so that they will want to, and he should be proud enough to ask for help only when he genuinely needs it.

5. I would like to see my son be content in using his leisure time wisely. If he feels he should work outside, then I would like to see him do something of service to his community. There are fund-raising drives which need volunteers to stuff envelopes, for instance, and this is something he could do; there are people who sit in convalescent homes with no one to visit them and he could visit, or play simple games. What more satisfying type of job could anyone have than helping someone? Monetary remuneration is not nearly enough for a satisfying career for anyone, and I would like my son to have a satisfying job that pays nothing rather than one where he simply puts in time doing menial tasks. (If he can support himself in full or part, fine!)

6. I would like companionship for my son, both with average men and women and with other handicapped people: I would like a place for him where he can meet new friends and see old ones, to communicate, participate in sports, let down his hair when necessary, and do what other young people do that is not self-destructive.

7. I would like my son to have an appreciation of beauty - beauty he can see, feel, hear, or perceive in any way. To be able to choose that which is good over that which is valueless. To be able to see the good in everyone around him, and not be afraid to express what he feels.

8. I would like my son to pick up after himself; to put his clothes where they belong, his belongings away, etc. I would also like to see him be able to do simple chores around the house.

9. I would like him to be able to manage himself at least enough so that I will not be afraid to leave him alone for short times. He should be able to get himself out of the house in case of an emergency, such as a fire, if no one else is present. I would also wish him to be able to recognize an emergency and be able to think what to do about it, and how to do it, and to ask for help in getting home if he gets lost.

10. I would like him to be able, when he goes to a doctor, to tell the doctor what is wrong - where it hurts, and what symptoms made him want to see the doctor.

11. I wish to God I knew how to help him accomplish these things.

A PLAN AND A PROGRAM

In the lessons you have received from us, we have made every effort to show you how you can accomplish these things, or at least get started on the job.

We have made a determined effort to understand that you carry a heavy burden, and to offer you encouragement and a feeling of confidence in your own ability to cope. We have attempted to answer the plea made by the mother who shared her set of goals with us. She asks above all how she can help her child achieve the goals she has in mind for him. Notice that she does not ask where she can send him, or where she can take him, or who else can do the job. She cries out for help so she can do it. It has to begin with parents.

OUR LESSONS PAVE THE WAY

It is our conviction that you parents who have gone through this program and used what is in it cannot help but have done a good job of helping your child. Your review and self-evaluation in Lesson Eleven must have given you at least a rough outline of the gains he may have made in one or more areas of development. From this point on you will carry on with him, building new skills, providing new training, imparting new knowledge. Keep the lessons. Your enrollment ends with this lesson, but your participation in the LEARNING PROGRAM need not. You have a wealth of material on hand, in the form of lessons, LEARNING STEPS, and individual letters. Refer to them, review and reread them. Something that had little meaning a few months ago may be exactly what you need at this time, or months, even years, in the future.

Keep the instructional material where it's easy to put your hand on it. If your morale is low, a quick look at an outside viewpoint - a fresh idea - may provide just the boost you need.

WHAT CAN YOU DO

By this time most of the children whose parents are completing this Program may be enrolled in a local school or center. If this is a program that offers ongoing education or training for your child, we urge you to work closely with his teacher, with the school administration, and - of great importance - with other parents. Join a parents' group if there is one, or stir up activity among local parents and form an organization if none exists. Your first objective should be to work and learn together: you have aquired knowledge of the needs of deaf-blind children from many places, including this Learning Program. But learn more: gather statistics. Study budgets. Look at legislation.

CLOSER LOOK

Get on the mailing list for Closer Look Newsletter, Box 1492, Washington, D.C. 20013. Published by the Special Education Information Center, a Project of the U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Education for the Handicapped. Closer Look is an information service that helps parents and others find services for handicapped children.

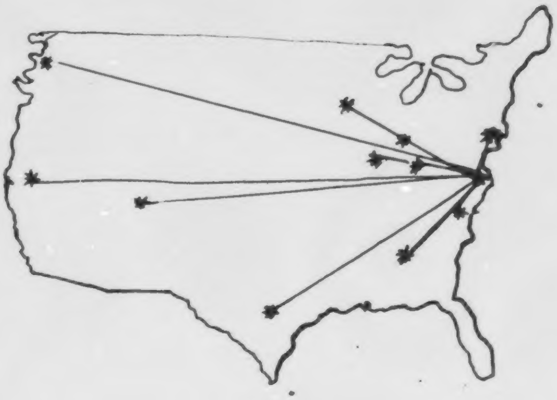
PARENTS CREATE OPPORTUNITIES

It can be said that almost every program in this country for handicapped children came about as the direct result of parents' efforts. New services develop only as parents demand them. It is imperative to make your needs known. If your child is not in school, work to get a program. If your child is in school, work to improve the program.

Work also for a broad range of supportive services. You may have the desire and determination to have your child live at home, at least during his early years. However, the demands this makes in terms of time, energy, stress, and physical strength may be impossible to meet without practical, immediate, continued, and varied help from community agencies.

PARENTS CAN DO IT

Before we take a look at various kinds of programs or services, we'd like to point out that parents of deaf-blind children have vastly more to choose from, in the way of programs, than they would have had even a few years ago. We note that in 1954 fewer than two hundred deaf-blind children were known to the American Foundation for the Blind. In the entire United States only six schools had established programs for deaf-blind children.



In contrast, largely as the aftermath of the catastrophic rubella epidemic of the mid sixties, there are now thousands of children described as deaf-blind. In California alone there are more than thirty educational programs, to serve these children, plus many diagnostic or "helping" services. By the early 1970's the U.S. Office of Education, through its Bureau of Education for the Handicapped, had established a nationwide network of regional centers to serve deaf-blind children. There are more choices, more opportunities, but parents must seek them out. When no programs exist, parents must work - not singly, but together - for their establishment.

DAY SCHOOLS OR CLASSES

Parents may prefer to keep their child at home and can do this if a day program and supportive services are available. If the child is in school all or part of the day, with transportation provided, the demands on the parents will be decreased. If such auxiliary services as medical care, relief or respite periods, counseling, and (if necessary) financial aid are offered, the load will be immeasurably lightened.

RESIDENCE SCHOOLS

Frequently, due to either choice or necessity, parents decide that a child must attend a residence school. This is often necessary when there is no local day program (and not enough deaf-blind children to justify one) or when the family situation makes it impossible to have the child at home.

THINK IT OVER AND MAKE A CHOICE

Sometimes there are excellent reasons, valid reasons, why a parent can't handle the situation if the child continues as a full-time family member. But sometimes the reasons vanish if the parent can be assured of back-up or supportive help.

Parents themselves must make the choice, must make their own decision but should be aware there are choices based on:

> What is available - or what can become available.
>
> What the particular child's needs are. Some children may not function as well in the home setting as in the structure of a residential program, or may need more supervision than the family can provide.
>
> What the family situation is. Some working mothers, single parents, parents in poor health, or parents of big families simply cannot manage the seven day a week job of caring for a deaf-blind child.
>
> What supportive help is offered. Investigate possibilities and seek courseling. There may be more help available than you think possible. From your regional or area center, get a list of programs and services.

TAKE A LOOK

Your child may at this time be in a short term program. Pre-school or nursery programs often come to a halt as a child gets older. Possibly you have made do with a developmental center or a day care situation. The time is coming when your child must be in a class geared to his needs as a deaf-blind child. He needs training and education and his teacher needs special abilities and professional training if he is to get it. Investigate programs. Take a look. Make appointments and visit schools or classes and recreational programs. Talk to social workers or counseling staff involved in state aid or community services; attend a work shop or organize one.

YOU HAVE A JOB!

WHAT DOES THE FUTURE HOLD

Every parent would like to look into the future and know what life holds for his child. It is natural for parents of a handicapped child to have an even greater desire to know what is ahead. Even the most practical, down-to-earth mother or father, realistically concerned with today's task rather than a will-of-the-wisp future, will often wonder, "What will happen to my child!"

No one can say for sure. Many years of training and education lay ahead, so no definite limit or barrier as to a young child's ultimate capability should be set. We can only help each visually impaired, hearing impaired child do his best.

But, even though most deaf-blind children have some hearing and some vision, most must have provisions made for either minimal or extensive care or assistance when they are beyond the usual school attending age. The National Center for Deaf-Blind Youths and Adults, and its regional offices, has expanded its services. You might write for the National Center News, 105 Fifth Avenue, New Hyde Park, New York 11040, so you can be aware of steps being taken to meet the needs of deaf-blind adults.

RESIDENTIAL SERVICES

Recent efforts have been made to establish residential facilities for those deaf-blind young adults who cannot manage completely independent living. Some may not be able to live with their families; others (like many young people) prefer to live among people of their own age to living at home. Organizations active in planning such residences are: The Community Group in Massachusetts and the Multihandicapped Research Foundation in Palo Alto, California will send information. (See "Other Sources of Help" at the end of this lesson.)

REHABILITATION SERVICES

State rehabilitation services, which offer counseling and assistance to many handicapped adults, including deaf or blind young people, may have similar services for your child after he is through school or over eighteen.

MORE WILL BE NEEDED

Truly, it is hard to predict what the capability of any deaf-blind child will be or what services may be open to him, in the years ahead, because there is nothing on which to base a prediction. The relatively small deaf-blind population of the past offered limited opportunity to develop, observe, or substantiate the potential ability of persons with combined handicaps. For the same reason few services, either rehabilitative or supportive, came into being until recently. It is believed that more services will become available as today's deaf-blind children get older. It will, of course, be necessary for you and other parents to make their needs known - to fight for those who cannot fight for themselves!

CHILDREN DIFFER

Keep in mind that children, even deaf-blind children, differ. A slow learner or retarded child who is deaf and blind may have markedly different requirements than a deaf-blind child of average intelligence, or like a student we know, born deaf, who became blind - but who is highly gifted and as determined as anyone can be.

Don't set limits. Be practical, but don't be a defeatist.

YOUR CHILD, OTHER CHILDREN

When John Tracy was a little boy, a wise doctor told Mrs. Tracy she had a job. Another doctor told her that she was blessed among mothers, and that her life could be most interesting. She has often said that she never would have sought such a blessing, but that her life has, indeed, proved to be interesting. Mrs. Tracy, you know, along with a dozen other mothers of deaf children, founded John Tracy Clinic in 1942. Little did she know how big it would become or how full and fruitful and, yes, interesting her life would be! The Clinic has grown and expanded, always with the goal of helping parents help their children. Now it has served thousands upon thousands of families the world over.

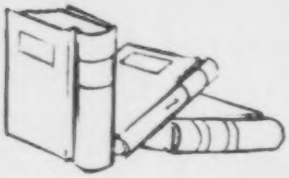
YOU AND OTHER PARENTS

Other parents, although not usually to the same degree, have helped not only their own handicapped children but other children and parents, too.

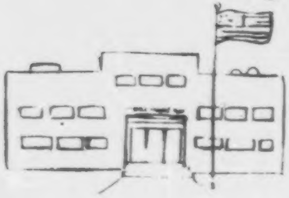
As we've said, most schools and classes in our country have come about because parents worked together to get them. The first school in the United States for deaf children began when parents sought a teacher from overseas. Parents in one Latin American nation struggled against great odds to train teachers, raise funds, start a school, and get government aid. A mother and father in another distant land more recently started a center in association with a university. Some parents do their part by helping in classrooms, as paid or volunteer teachers' aides. One mother had no ability, or so she thought, that could help build a school or assist a teacher. She took on the job of transporting handicapped children to and from school.

Yes, you have a job!

> Most of all you have the big job of helping your child achieve the goals that are within his ability to achieve. But above and beyond that, your love for your child, a love that survives all the difficulties and bad times, will radiate toward others. What you learn - every bit of it - can be shared. Your little candle can light the way for other parents and deaf-blind children.
>
> So, dear parents, we leave you with high hopes that you will go on, to help your child. This job is not easy. But we are confident that in many ways your efforts will be well rewarded. Kindness, courage, and love will be reflected from you to those around you.



OTHER SOURCES OF HELP



NOW

Your regional or area center for services to deaf-blind children. See our Introduction for the address.

NOW AND IN THE FUTURE

The National Center for Deaf-Blind Youths and Adults
105 Fifth Avenue
New Hyde Park, New York 11040

Western Region Office
102 North Brand Boulevard
Glendale, California 91203

Midwestern Region Office
75 East Wacker Drive
Chicago, Illinois 60601

Southern Region Office
134 Peachtree Street, N.W.
Atlanta, Georgia 30303

Ask for the reprint "What the Future May Hold for the Deaf-Blind Child," by H.J. Spar.

*****

Multihandicapped Rubella Foundation, Inc.
161 Maywood Way
San Rafael, California 94901

Ask for literature and request MRF Newsletter from the Foundation at 1690 Capistrano, Berkeley, California 94707.

*****

Multi-Handicapped Research Foundation, Inc.
P.O.Box 11169
Palo Alto, California 94306
Ask for information on research and plans for development of an adult facility.

*****

Independent Living Without Sight and Hearing, by Dr. Richard Kinney ($3.00) deals mainly with the needs of deaf-blind adults. However, it includes practical information on ways of bypassing difficulties and encouraging a deaf-blind person, child or adult, to be independent.

ORDER FROM:

Hadley School for the Blind
700 Elm Street
Winnetka, Illinois 60093

In writing to organizations or publishers, mention that you are the parent of a deaf-blind child.

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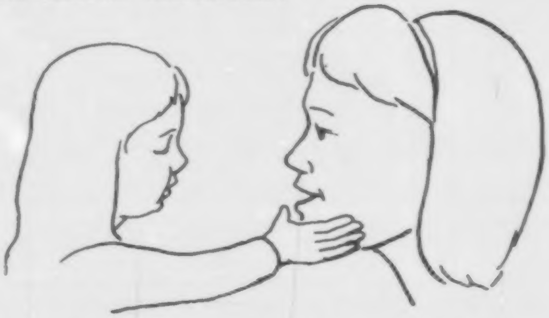
JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

COMMUNICATION

LEARNING STEP ONE-A



IF YOUR CHILD HAS NO VISION

This LEARNING STEP provides information for parents of children who cannot see at all. Most of our Learning Program stresses visual training because in recent years few children are born totally blind. Most boys and girls described as "deaf-blind" have partial vision. With medical care, glasses (if prescribed), and visual training their sight can become useful. For those children without any sight - those who cannot see at all - our instructions must be modified. The ideas for learning found in our lessons will be valuable. But parents of totally blind children must stress the use of the other senses: hearing, touch, kinesthetic, taste, and smell. These avenues of learning, when a hearing impaired, totally blind child begins to use them, can open the way to communication, and can develop his ability to live more independently.

YOUR GOALS

Your long-range goals will be like those for any child with visual and hearing handicaps. Help him relate to others, communicate, and develop motor and self care skills.

YOUR SPECIAL GOALS

Develop his sense of touch so he can learn to recognize objects, people, and braille; recognize hand signs; and feel the vibration of your voice as you speak.

Develop his kinesthetic sense, letting him feel you make (and helping him make) the hand signs illustrated in our lessons.

Train his sense of smell to recognize people by the scent they use, and to recognize places or situations by identifying odors. Cultivate his sense of taste also.

Encourage his mobility. Help him learn to move with freedom and independence.

YOU NEED

Information on braille: get it from your Regional Deaf-Blind Center (see the address in our Introduction), the American Foundation for the Blind (see page D-B.I.11 in the first lesson), or a local braille center or school for the blind.

A braille slate and stylus.

Ideas from our other LEARNING STEPS: modify these to suit your child's needs.

WHAT TO DO

As we've said, your child (even though he has no usable vision) can benefit as you follow the instructions in our lessons. The following suggestions will help.

TACTILE (TOUCH) AND KINESTHETIC (MUSCLE) TRAINING

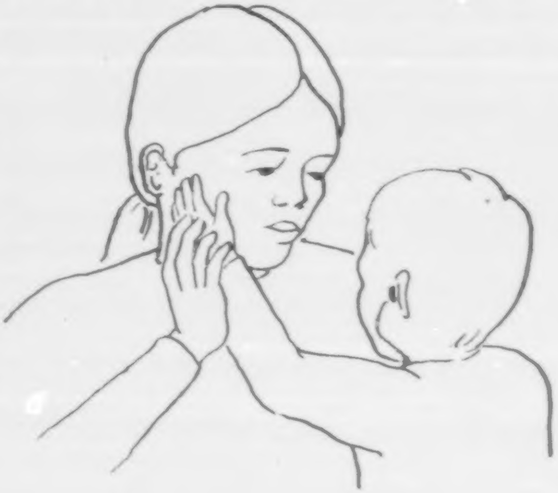
You can help your child feel and eventually recognize hand signs by making the signs into his hand.

You can help him form these signs himself, putting his hand in yours and manipulating his fingers and hand to make the sign. (See other LEARNING STEPS for learning activities.)

You can help him feel the vibration of your voice as you speak or sing. Place his hand on your cheek as illustrated on this page. This is the Tadoma vibration method, devel~~oped by a famous~~ educator of deaf-blind children.

As time goes on you will begin to transfer his hand to his own cheek to encourage his use of voice.

And, of course, through touch, your child can learn to identify many objects and persons.



HEARING

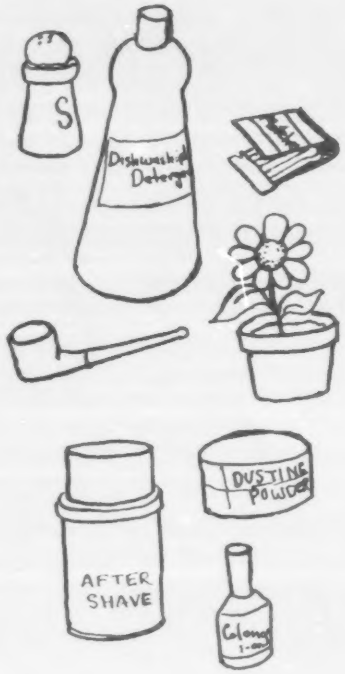
Anything he can hear will help your child begin to communicate and to identify people and places. Follow the ideas for auditory training that are found throughout this entire Learning Program.

SMELL

His sense of smell is valuable to a deaf-blind child. It can be a warning sense, to warn him of disagreeable foods or drinks, of smoke from a fire, of exhaust from traffic. It can be a means of identifying places - the kitchen by the good smells of cooking; stores or gas stations by their characteristic smells; a garden by its fragrance. This sense of smell when developed, is useful in "tracking" - leading a child to the dinner table if he's hungry!

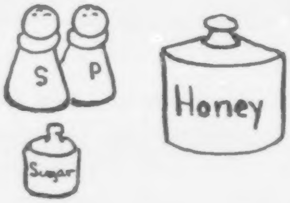
The sense of smell can also help a deaf-blind child identify people. To make this a pleasant association, family members should wear identifying scents: cologne, after-shave lotion, or talcum.

Fragrances can offer a pleasant experience. Help your child identify flowers or fruit (or dabs of perfume) by his sense of smell. This is an activity he will enjoy!



TASTE

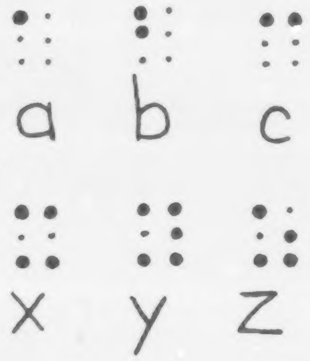
Many of our deaf-blind children seem to have little enthusiasm for food. Perhaps you can intrigue your child's sense of taste with salty, sweet, or slightly sour samples of foods. Our sections on "eating" will offer ideas.



OTHER COMMUNICATION IDEAS

The Manual Alphabet

Later, after your child has learned a few signs and developed some idea that objects or actions have names, you will introduce the manual alphabet. As he *cannot see* you fingerspell, you will spell words into the palm of *his hand*. Further information on this technique can be found in the book *Independent Living Without Sight and Hearing* by Dr. Richard Kinney. ($3.00) Order from the Hadley School for the Blind, 700 Elm Street, Winnetka, Illinois 60093.



The Braille Alphabet

This comes later. However, you should begin now (or soon) to learn to print in braille and then to begin to expose your child to his name, to labels on objects, and gradually to other words printed in braille. As times goes on, ability to read braille will become an important way of learning for a child who is without vision.

COMMUNICATION ISN'T EASY

All this - learning to communicate through spoken words, sign language, fingerspelling, and braille - will not be easy. It will go slowly and take infinite patience. But we can assure you that your joy will be great when your child recognizes his first sign. That will be a major breakthrough on the road to communication.

AGAIN

Other agencies can provide specific instructions on braille; other publications can offer help; you should use every resource open to you. The lessons from us and our replies to your monthly reports will help you work out a home program. We will be part of a team to help you help your child.

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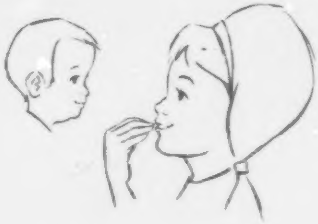


COMMUNICATION

LEARNING STEP ONE

IF

Your son or daughter dislikes being held or touched or pays little attention to sights or sounds (except staring at lights or spinning objects); if he seems out of touch and unable to communicate in any way with you -

OR IF

You find it hard to be affectionate toward him (understandable, when a child is unresponsive); if you know little about opening the way to communication for him -

THEN

YOUR GOAL NOW

For your child: to accept your touch, your handling, and your affection. (Children have to relate before they can communicate.)

For your child: exposure to your efforts to stimulate his vision, hearing, and sense of touch; to words you say; to your hand signs.

For yourself: to spend time close to your child - physically close. To learn and use a total of at least sixteen SIGNS. To offer some Tactile, Visual, Auditory stimulation each day.

For yourself: above all, watch your child and listen to him, for cues or cries or gestures that for now may be his only way of communicating his needs, wants, or feelings.

YOU NEED

To review the signs sent with your Introduction.
To learn the signs sent with this LEARNING STEP (pages 4 and 6).
A big red or yellow ball.
A comfortable place to sit.

COMMUNICATION

PLAY TIME

As suggested in our Introduction, sit in a comfortable chair for five to ten minutes twice each day. You might try before nap and bedtime, for instance. Hold your child or have him sit close beside you. Hum or sing a song, or say a verse. Look at TV together, or listen to music (radio, stereo, or instrumental). Sway or tap your feet to the music.

"Together" is the key to this activity and much that we will suggest. Share. Do things together.

GAMES

Sit your child on your knees, facing you. Hold his hands and clap them together. Play - and say - "Pat-a-Cake."

Get a big ball (red, yellow, orange). Sit on the floor, facing your child, show him the ball. Say and SIGN "Ball!"

Let your child touch and hold the ball. Help him push it (gently) so it will roll a few inches. Say and sign "Ball" again, and help him make the sign. Roll the ball back to him.

Variations

Have other children play ball (show them how to make the sign) with your little boy or girl.

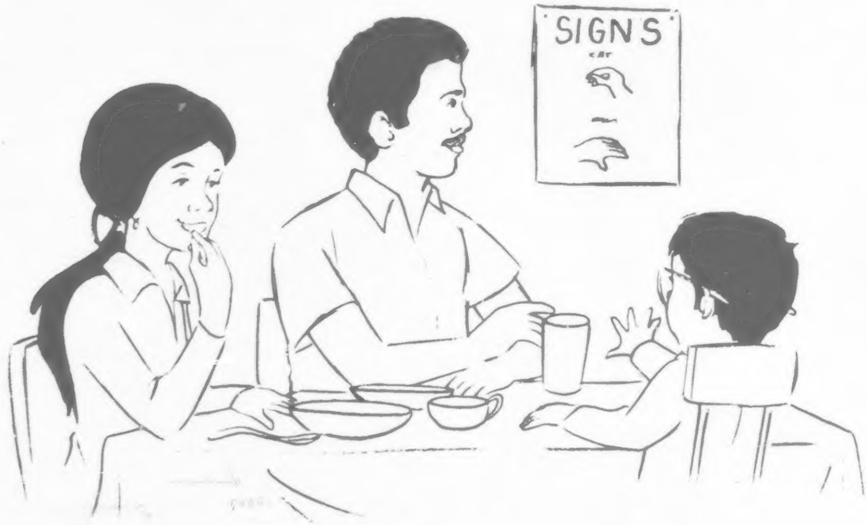
Also, choose other medium to large sized toys that can be played with on the floor. Plastic toys, if unbreakable, wooden toys with no protruding parts or sharp edges, or even blocks are acceptable.

Future lessons will offer you suggestions on homemade or store bought toys.

COMMUNICATION

CHILD CARE ROUTINES

Communication must go on in all daily activities. For ideas on using words and signs in association with everyday routines and for special learning games or activities, see your sections on Self-Care Skills and Motor Development. For now communication will be almost entirely one-way. You speak; you sign. But you will build for the future as you help your child make the right sign for each action or object. You will be teaching him a way to communicate his needs and desires.



REMEMBER

Post a "word for the day" in a prominent place in your kitchen. Have every family member learn one new sign each day. Before long you will all be experts as you talk and sign to your deaf-blind child! He may hear your voices, he may see the lip movements or hand signs. He will, in time, begin to connect what he sees or hears with whatever the words or signs represent.

We occasionally illustrate signs that may differ from those your child's teacher will use. Signs are not completely standardized. Also, we have sometimes substituted a simple gesture for one that we believe to be difficult for a young deaf-blind child. In case of conflict, use the sign your child's teacher prefers.

Note: All other LEARNING STEPS, on any area of development, will stress communication and auditory, visual, tactile stimulation.

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COMMUNICATION

MORE SIGNS

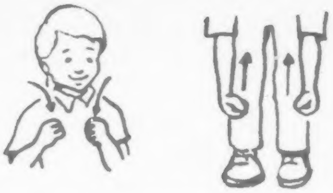
For You to Learn and Use

Review:

Eat, toilet, milk, finished, sleep, up, down, come (see Introduction).

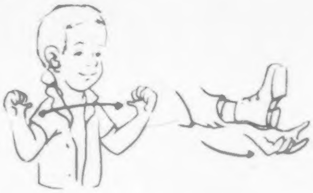
Practice and learn the following:

ON



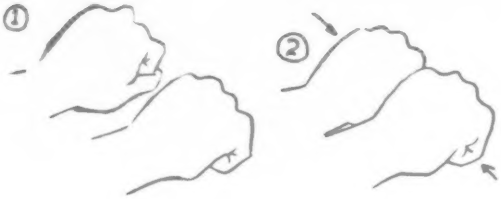
Adapt to situation. Imitating the motion of putting on each garment.

OFF



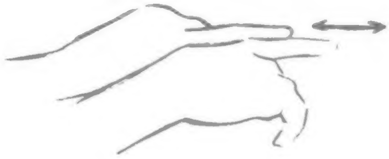
Adapt to situation. Imitating the motion of taking off each garment.

SHOE



Both hands in a fist, (sign for "S") strike sides together several times.

SOCK



Index fingers side by side, palms down, rub back and forth several times.

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Put it up where you
can often see the
signs on the other
side.

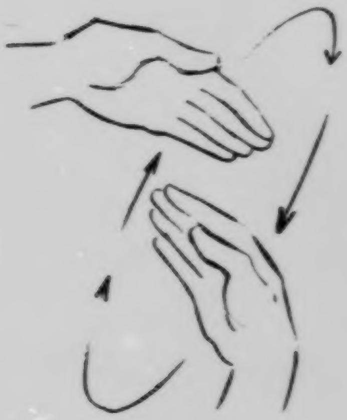
COMMUNICATION

MORE SIGNS

You say and SIGN it.

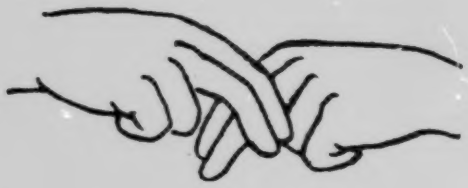
You say it. Help your child SIGN it.

ROLL OVER



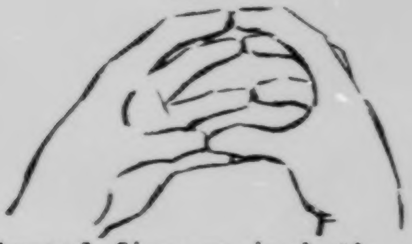
Same as "go." Hands open, palms toward self, rotate around each other, going away from body.

SIT DOWN



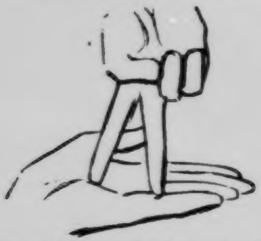
The slightly curved index and middle fingers of both hands are crossed, with right hand on top of left, palms down.

BALL



Spread fingers in both hands, touch, to make shape of ball.

STAND UP



Place the right index and middle finger (sign for "V") in a standing position on the open left palm.

Learn one new sign each day, and begin to use them. Encourage everyone in the family to learn these signs.

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JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

COMMUNICATION

LEARNING STEP TWO

IF

You have learned the sixteen signs illustrated in the Introduction and Lesson One (and if you use them at least occasionally) -

YOUR GOAL NOW

Learn the signs illustrated on the following pages, and use all the signs, as you and your child do things together each day.

WHAT TO DO

Practice the signs with another grownup. Practice in front of a mirror. Check yourself to see if you speak in a direct but natural way as you sign. Do you speak and sign in connection with:

- MEALS?
- BATH?
- DRESSING?
- TOILET?
- BEDTIME?
- PLAYTIME?

ANOTHER GOAL

Train your child's senses -

T (Tactile, touch)
V (Visual, sight)
A (Auditory, hearing)

The initials TVA are easy to remember, and can serve as a reminder to train your child to look and listen and feel.

WHAT TO DO

Ideas for TVA sense training:

"T"–TACTILE TRAINING

Use a firm but gentle touch as you CO-ACT (helping your child learn something by moving *with* him). Whenever you touch or handle your child, use a firmer than usual touch or grasp. Be gentle, but make him confident by handling him in a sure firm manner. Your deaf-blind child will learn from *your* touch to have confidence in *you*. He will sense that you are a strong, loving parent.

Occasionally place his hand (or both hands) on your face as you speak and on things that vibrate such as:

Musical Instruments:

Radio, Phonograph, Piano, Organ, Guitar, Drum

Household Appliances:

Vacuum Cleaner, Washer, Dryer, Dishwasher

(DO NOT LEAVE HIM ALONE NEAR MECHANICAL OR ELECTRIC EQUIPMENT WHEN IT'S OPERATING)

"V"–VISUAL TRAINING

Visual training is part of all our LEARNING STEPS. With or without glasses, encourage your child to be attentive and to notice big, bright objects in his environment.

Choose a light bright color to be your child's *own special color*. If you choose yellow, for instance, get him a yellow dish, a yellow cup, a yellow bib. (The color used to identify your child's belongings should not be used or worn by other family members.)

Choose three or four bright colored toys to tie or fasten to his playpen or play table - one yellow, one orange, one green or red. If the toys are within your child's reach, be sure they have no removable parts which he could put in his mouth and no sharp edges - that they are unbreakable plastic. What a child can't reach today he may be able to reach tomorrow. Do not underestimate the need for "safety first."

"A"—AUDITORY TRAINING

WITH A HEARING AID

If he has an aid, hold him often, and sing or talk. If you have a piano or organ, as you play, have your child sit beside you or on your lap.

NO HEARING AID

If your child does not yet have a hearing aid, you should sometimes (two or three times a day) hold him and talk or sing near his ear. Use a moderate voice. A sound close to the ear seems many times louder than the same sound five or six feet away.

ALL DAY.

Indoors: Keep your child close by and talk to him, touch him and smile in order to stimulate him as you do your necessary work. Save some time, also, to play with your child.

Outdoors: Play outdoors or go for a walk in all kinds of weather, subject to your child's health and sturdiness. Dress him suitably and come indoors before he gets overheated, wet, or chilled.

Let him see and feel snow and rain, and (without looking into the sun) sunshine and shadows. Let him feel the wind, and touch trees, smell flowers, and walk in puddles!

WHEN

You have learned the signs (or almost learned them!), and used them often, and have exposed your child to some Tactile, Visual, Auditory stimulation: you and he can go on to the next step on Communication, LEARNING STEP TWO.

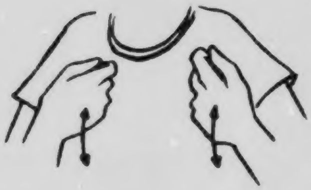
COMMUNICATION

MORE SIGNS

You say and SIGN it.

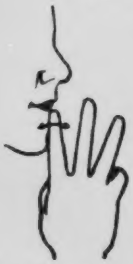
You say it and help your child SIGN it.

BATH



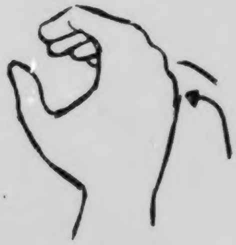
Both hands with thumbs against clenched fists rub up and down on the chest several times.

WATER



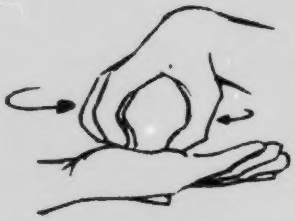
First three fingers of right hand form a "W," index finger taps mouth several times.

DRINK



The hand, in the shape of "C" as if holding a cup, is tipped up towards the mouth as if drinking.

COOKIE



Twist the slightly curved fingers of right hand, in the left palm, as if using a cookie cutter.

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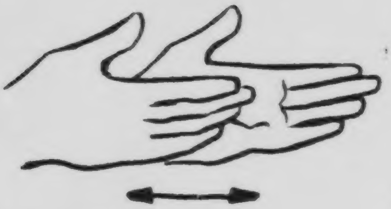
COMMUNICATION

MORE SIGNS

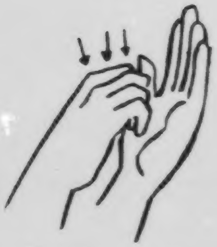
You say and SIGN it.

WASH HANDS



Rub hands together as if washing.

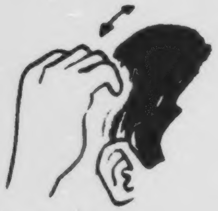
SOAP



Scratch the left palm several times with the fingertips of the right hand.

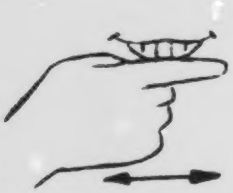
You say it and help your child SIGN it.

COMB HAIR



Fingers of right hand are curved, as a comb, make motion as if combing hair.

BRUSH TEETH



The right index finger moves across the front teeth as if brushing.

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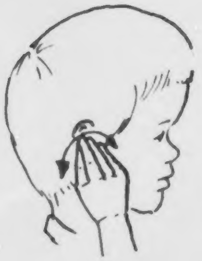
COMMUNICATION

MORE SIGNS

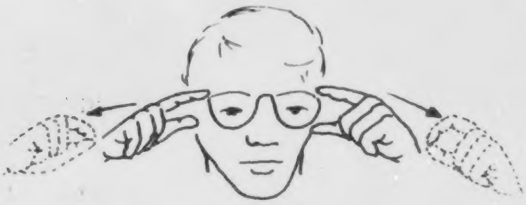
You say it and SIGN it.	You say it. Help your child SIGN it.

HEARING AID



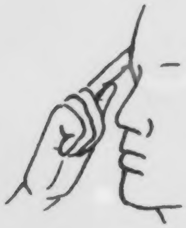
Right hand; bunch fingertips at ear and twist.

GLASSES



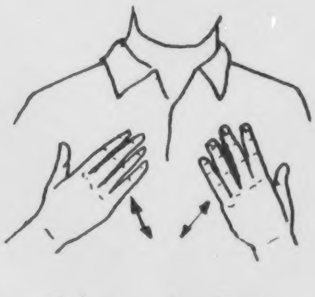
Draw index fingers and thumbs sideways from bridge of nose as if outlining glasses.

PARTS OF BODY



Point index finger toward facial feature or part of body.

CLOTHING



For shirt, jacket, or dress, brush slightly curved hands down from shoulders. For pants or trousers, raise hands from knees.

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JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

COMMUNICATION

LEARNING STEP THREE

IF

Your child is becoming accustomed to your touch - to being held, handled, lifted, rolled from one side to another, and cuddled -

IF

He's been exposed to your voice and to a limited amount of sign language (hand signs) in connection with all that goes on each day in your family life and also -

IF

You've learned the signs illustrated in the Introduction and LEARNING STEPS ONE and TWO -

YOUR GOAL

At this point will be to continue to use "body language" through more physical contact between you and your child.

To become familiar with the manual alphabet, used in fingerspelling, illustrated at the end of this LEARNING STEP. So far we have illustrated only signs. These signs can express an entire idea. Each sign means something definite. Now we are introducing the manual alphabet so you can practice fingerspelling. Later, when your child is ready, you can begin to spell single words (simple words) and very short phrases to him. You may be surprised to learn that you have already picked up a few letters of the manual alphabet. ("T" is the sign for toilet and "C" is used for drink or cup.)

ANOTHER GOAL

To expose your child to more experiences in using his senses of touch, sound, vision, taste, and smell. To explore the use of these senses in new experiences.

YOU NEED

The pages from the introduction and Communication LEARNING STEPS ONE and TWO which illustrate signs.

A drum and drumstick or a kettle and big wooden spoon.

Materials with which to make a "texture book" for your child.

Construction paper or strong wrapping paper

Cardboard (can be cut from a box)

Pencils, crayons, and glue

Also a variety of paper of different colors and textures, fabric, and miscellaneous materials. Touch them yourself. If each feels different to you, it will add interest to the texture book. (See page 5 of this LEARNING STEP.)

WHAT TO DO

EVERYDAY ROUTINES

Continue to use the language (words and signs) illustrated in our Introduction and previous lessons and LEARNING STEPS. Look over the following list of words and signs to use when you carry out a variety of activities with your child. (More detailed suggestions for child care activities are found in other LEARNING STEPS.)

CHILD CARE ACTIVITY	LANGUAGE
Meals	COME, SIT DOWN, EAT, DRINK (or MILK)
Nap and Bedtime	COME, UP, DOWN, ROLL OVER, SLEEP
Toilet	COME, TOILET, SIT DOWN, UP, DOWN, OFF, FINISHED
Dressing/Undressing	COME, UP, DOWN, ON, OFF, ROLL OVER, SIT DOWN, STAND UP, SHOES, SOCKS (Also name other articles of clothing.)
Personal Hygiene	BATH, SOAP, WATER, BRUSH TEETH, WASH HANDS, COMB HAIR

YOUR DAY

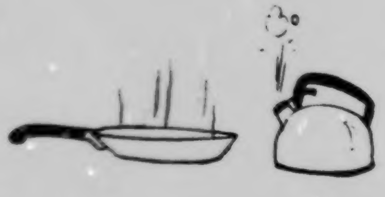
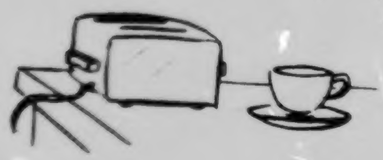
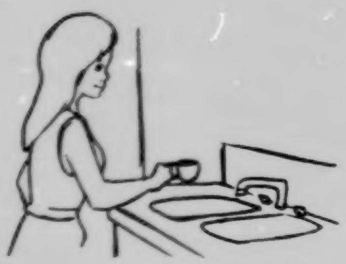
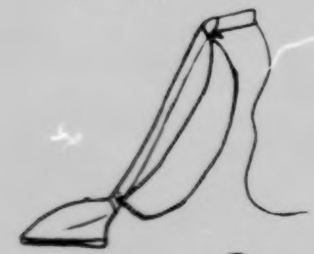
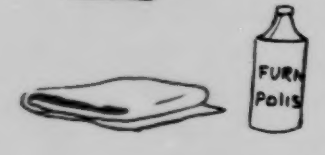
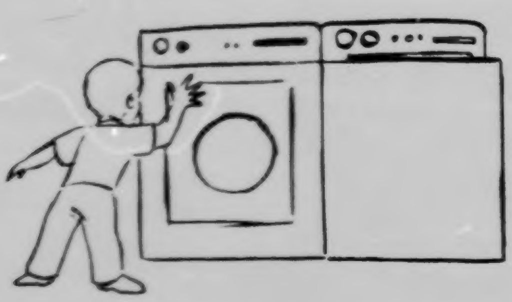
Not all your time can or should be spent in doing things solely with your deaf-blind child. He is only one member of the family, and cannot use up all of a mother's time and energy. Your house, your family, and your own needs deserve time and attention. But don't exclude your child from family activities when he's awake. Let him be at least on the edge of what you are doing. Give him exposure to your voice, your touch, your love and attention. Also, let him be close to the center of household activity so he will have the experience of taking in the sights and sounds and smells and vibrations that occur no matter what the other family members happen to be doing.

Take a look at what you do most mornings. This is the time when most housewives are busy with household tasks. On the back of this page we present a list: this covers mainly morning activities although some of the things we mention may be done in your household in the afternoons.

In later LEARNING STEPS, we'll mention opportunities for tactile, visual, and auditory experiences that can more often take place afternoons, evenings, or over the weekends.

Household Sounds
Cooking Smells
People to See
Things to Touch
Vibrations

ACTIVITIES AND EXPERIENCES

PARENT'S MORNING ACTIVITIES		CHILD'S TACTILE, VISUAL, AUDITORY - AND TASTE AND SMELL EXPERIENCES
Cook Breakfast		Smell breakfast cooking
Serve Breakfast		Hear and see the family eat, get up from the table, say goodbye, and so on.
Clear Table Do dishes		You speak and sign as you move from the table to the kitchen sink. Let your child feel the vibration of the dishwasher or feel warm water or a wet dishcloth.
Vacuum the rugs		Hear the vacuum roar, feel it vibrate.
Dust furniture		You move around; touch your child occasionally. Let him hear your voice and see you sign. Mention what you are doing; name articles of furniture.
Laundry		Feel the washer or dryer. The vibration and the heat of the dryer will be a tactile experience. You could also let your child "help" fold the laundry. Give him something to touch and smooth and handle.

GAMES

Music

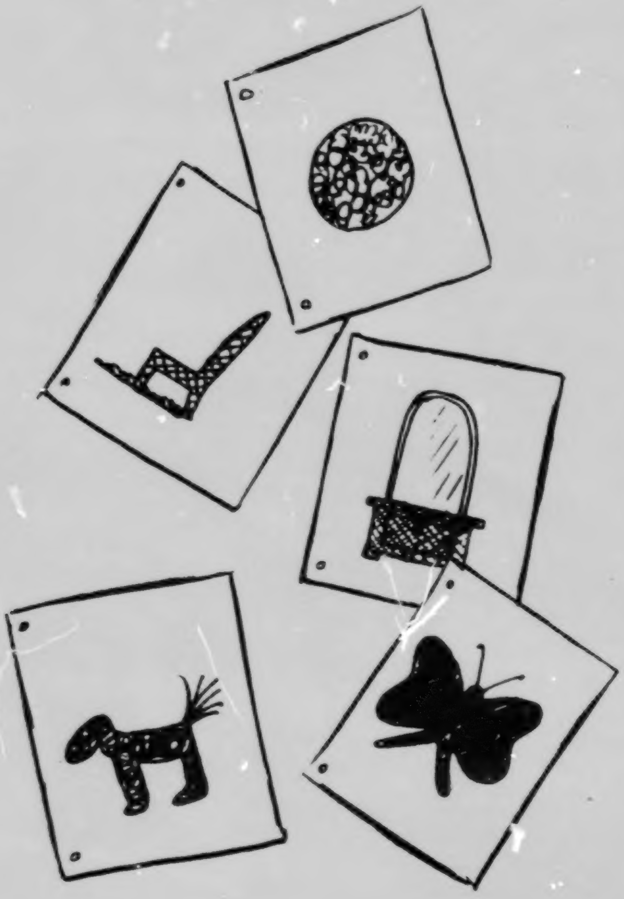
Hold your child and sway to the rhythm of music. Tap your feet. Hold his hands and clap in time to the rhythm. A lively march or polka is fun!

Beat the Drum

With your child beside you or on your lap, beat the drum. Put his hand on it so he can feel it vibrate. CO-ACT! Hold your child's hand and help grasp the drumstick and strike the drum. Say "LOUD," or "HIT IT!"

The Texture Book

Use construction paper for the pages and make covers of cardboard. The book should be the size of this lesson page. Punch holes in the left margin and tie the covers and pages together with strong cord or colorful yarn.



On each page paste various textured materials. You can simply use squares, circles, or triangles of the fabric, or, if you can, draw pictures (or trace them) of animals, birds, butterflies, or "things that go." One texture book made by a mother had a butterfly covered with smooth fabric, a picture of a chair covered with a woolen fabric, and a fleecy patch of fabric for a carpet underneath the chair. Another picture had a mirror covered with shiny aluminum foil. Use your imagination and look around the house for all sorts of pictures (simple in outline) and fabrics. Make the texture book fun and interesting for your own child. Older children in the family will enjoy making pages for the book. This is a book you can encourage your child to touch, guiding his hand in tracing around the outline of the fabric, stroking it, and so on. Use words and signs to describe the color and the texture and name whatever is represented by the picture.

WHEN

You feel you've made good use of day long opportunities to talk and sign - to use language - in caring for your son or daughter; when you have also provided interest and conversation in connection with your own daily life; and when you've explored with your child the use of new sound, sight, smell, taste, and touch sensations, and used music, the drum, and the texture book - then please go on to COMMUNICATION - LEARNING STEP FOUR.

Note: It is not necessary to know the entire manual alphabet before going on to the next LEARNING STEP. However, we suggest that you practice sitting by yourself, then in front of a mirror, and finally with another family member. Try spelling some simple words to each other - you'll find it a game that can be fun for all the family! Older boys and girls will enjoy sending "secret messages" to each other. In playing such games, they will become skilled at using fingerspelling and signs. This skill will make it possible for them to communicate with the deaf-blind child in the family.

See "Other Sources of Help," page 9, Lesson Three to learn how you can get extra copies of the manual alphabet (free or inexpensive).

THE MANUAL ALPHABET CAN BE LEARNED AND PRACTICED NOW, BUT WILL BE USED IN THE FUTURE, AFTER YOUR CHILD HAS DEVELOPED SOME LANGUAGE CONCEPTS. AT THIS TIME, HOWEVER, YOU CAN BEGIN TO USE HIS INITIAL (AS HIS SIGN), "T" FOR TOILET, AND "C" FOR CUP OR DRINK.

See the Manual Alphabet
on the next page

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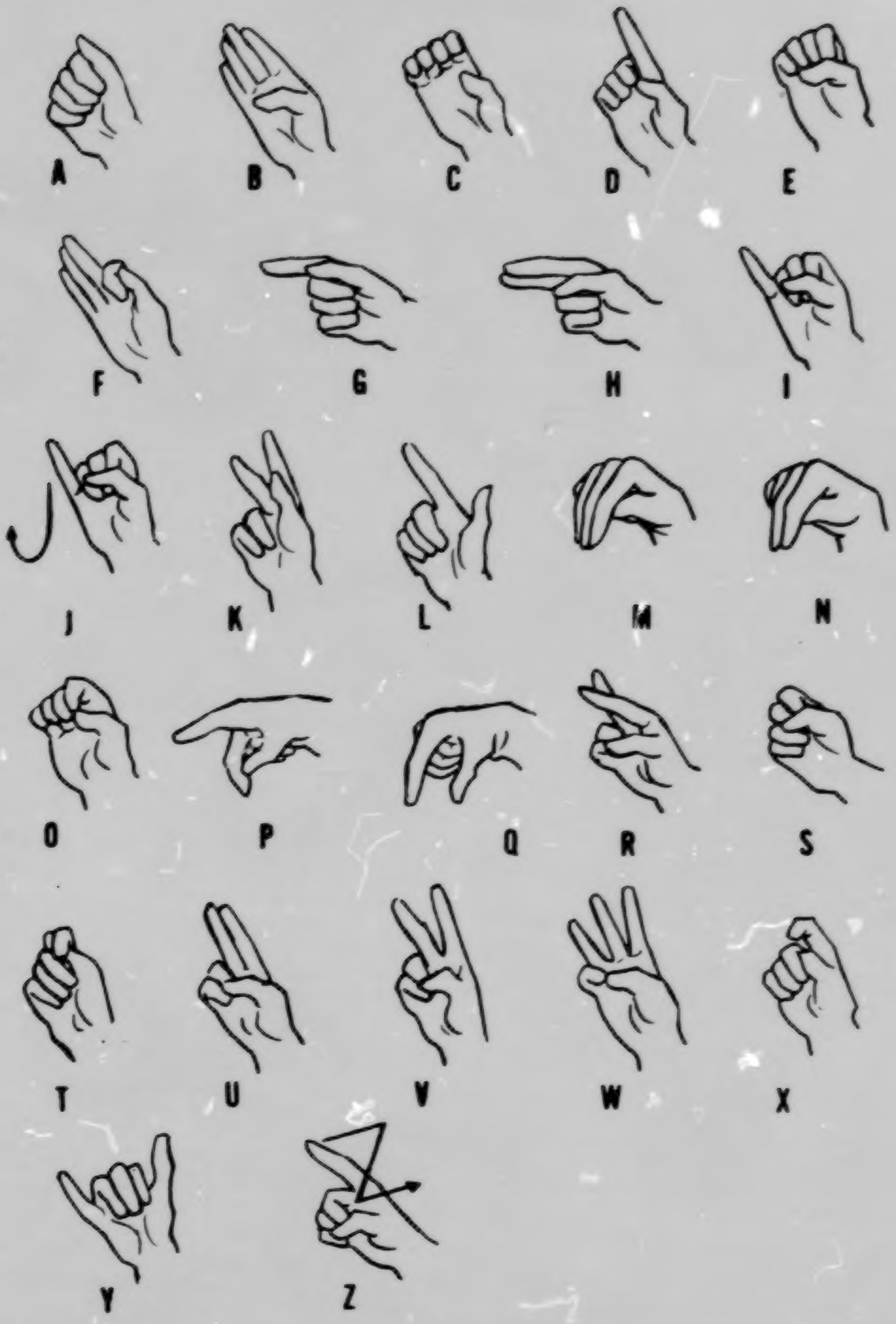
THE ONE-HAND MANUAL ALPHABET


A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z

Practice this alphabet. You'll use it to fingerspell words and sometimes use the initial letter of a word as a sign (as "T" for toilet, "W" for water).

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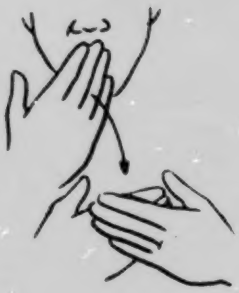
COMMUNICATION

MORE SIGNS

You say it and SIGN it.

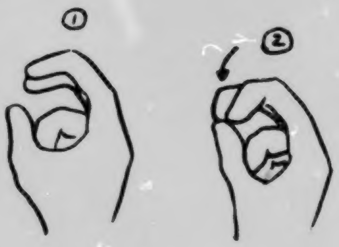
You say it. Help your child SIGN it.

GOOD



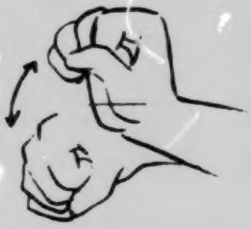
The right hand touches mouth and moves down, palm up, into the left open palm. (A pat on the back is also acceptable.)

NO



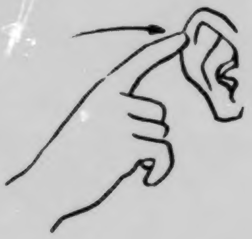
Right hand index finger and middle finger snap down quickly on thumb.

YES



With right hand, make an "S" (see manual alphabet chart), palm facing forward, nod up and down several times.

LISTEN OR HEAR



Touch ear with index finger of right hand.

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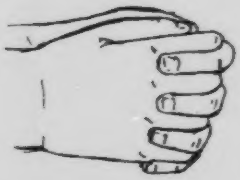
Put it up where you
can often see the
signs on the other
side.

COMMUNICATION

MORE SIGNS

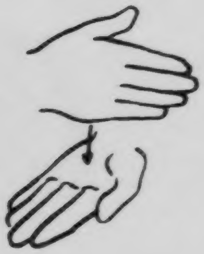
You say it and SIGN it.

WAIT



Clasp hands to indicate patience.

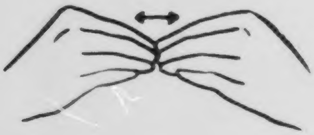
STOP



In a chopping motion, hit little finger edge of right hand against open palm of left hand.

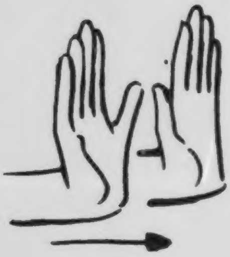
You say it. Help your child SIGN it.

MORE



Bring the bunched finger-tips of both hands together, tap a few times.

PUSH



Move both hands forward, palms open (as in pushing motion).

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signs on the other
side.

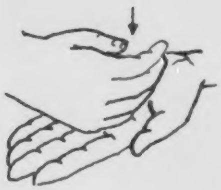
COMMUNICATION

MORE SIGNS

You say it and SIGN it.

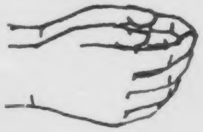
You say it. Help your child SIGN it.

CUP



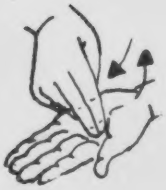
Right "C" hand is placed on palm of left hand, little finger down.

DISH



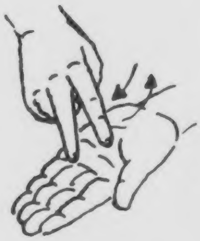
Cup hands together, in shape of bowl.

SPOON



Fingertips of right "H" hand touch palm of left hand, lift up and down a few times in a scooping motion.

FORK



Fingertips of right "V" hand touch palm of left hand, lift up and down a few times in a scooping motion.

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JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

COMMUNICATION

LEARNING STEP FOUR

IF

You have formed the good habit of talking to your child; if you also use signs in communicating with him; if you have studied the manual alphabet (fingerspelling); then -

YOUR GOAL

In this LEARNING STEP is to learn to print the manuscript alphabet (capital and small letters). The alphabet is at the end of this section. Also, to print labels for objects that are part of your child's environment. (If your child has no vision, ask us for COMMUNICATION LEARNING STEP I-A if you have not already received it.)

YOU NEED

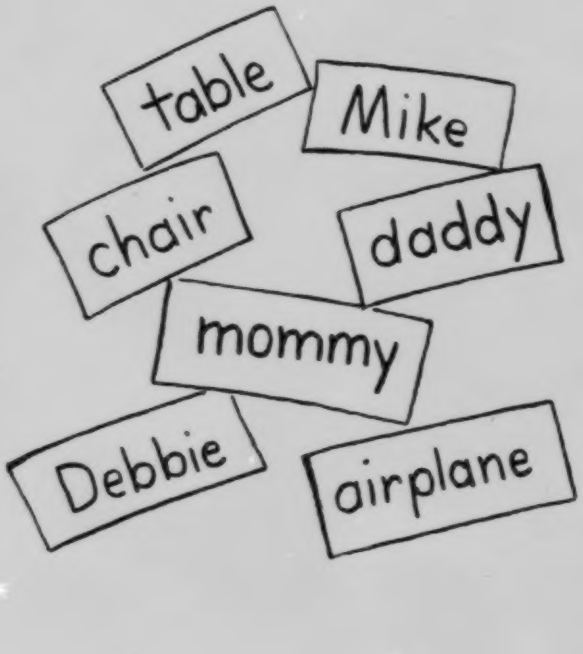
A soft pencil

A felt tip pen

Colored crayons

Smooth white or buff cardboard (or heavy paper) cut in 4"x8" pieces

Colored construction paper, also 4"x8", in your child's special color, which can identify his possessions.



WHAT TO DO

Practice printing the manuscript alphabet (capital or upper case letters and small or lower case letters). This is the standard print used in most schools. For practice, print words like these:

chair
bed
door

daddy
mama
Mike *

family members' names
Debbie *

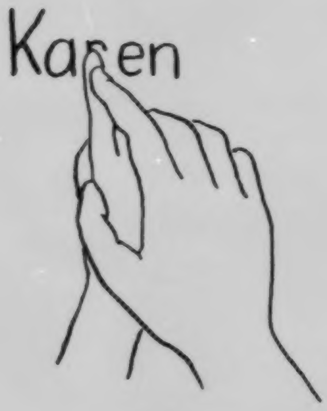
*Print your child's name with a capital first letter.

On white or buff cardboard rectangles, print (in large, heavy letters) the labels for tables, chairs, your child's bed, a door, a stove, and so on. Attach these to the objects they represent. When the occasion arises, show your child the label, then the object. Quickly say and sign the word. Say "A chair!" or "It's a table," or "Here's your bed." When you use more than a single word, emphasize the key word (the name of the object). Try to use it at the end of the sentence.

Print your child's name in large letters. Use a black crayon or felt tip pen and construction paper that is "his color." Attach a label to his chair, another to his bed, and one where he eats. Make similar labels for others in the family.

SAND LETTERS TO TRACE

On one of your child's name labels, go over the printed letters with glue. Sprinkle sand on the paper at once, then let the glue dry. Shake off loose sand.



Make a game of having your child trace the letters of his name with his forefinger.

Also use the sign for his name. See the directions on the chart of signs (page 5).

His identifying color, his printed name, and his own sign will help your child realize he has a name! Gradually he will begin to know he's a person - himself!

REVIEW AND LOOK AHEAD

So far we have included illustrations and instructions for many signs. Please review these. Practice them and learn the eight new signs at the end of this lesson.

With Lesson Three we sent you a copy of the manual alphabet. Say and sign the alphabet to yourself - A,B,C, etc. How many letters can you remember? Be sure you know how to sign the letter of the alphabet for your child's first initial: his sign! (One exception: if his name is Tom or Tony or anything that starts with "T," use two letters. Otherwise he will not be able to tell whether you are signing "T" for his name or "T" for toilet. "T-O" could stand for "Tom," and "T-O" or "T-Y" for Tony, for instance, to avoid confusion.)

WHEN

1. You have learned most of the signs
2. You have remembered to talk to your child
3. You have practiced the manual alphabet (fingerspelling) and the printed alphabet -

(Use capital letters only for the first letter of proper names.)

PLEASE

1. Use the signs.
2. Continue to talk while you sign.
3. Label many household objects.
4. Expose your child to his printed name and his "name sign."

You are then ready for the COMMUNICATION STEP which comes with Lesson Five.

AN EXTRA IDEA

Color-code your child's belongings, and the articles he uses. Select a bright, light color: orange, yellow, or pink are eye-catching. Then choose eating utensils (cup and dish), a place mat, bibs, paper napkins, his toilet articles, even paint or slip cover his chair in his special color. This will help him identify his own things.

(Over)

USE THE LANGUAGE: BUILD YOUR CHILD'S SELF-IMAGE

By using your child's name (say it and use his sign, also pat him. Pat or touch not only his shoulder or chest, but almost his entire body. Let him become aware that his feet and hands, his back and front are all part of him.

The use of color-coding will also give your child a sense of identity and improve his self-image. He can learn to feel that some things belong to him: he can get the idea, gradually of "My hat or cup or toothbrush," or of "MINE!"

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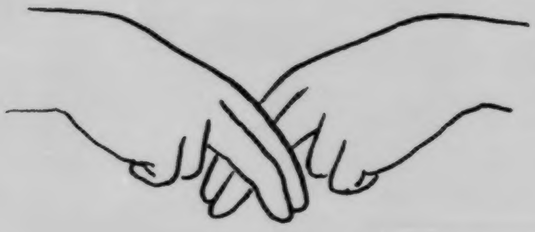
COMMUNICATION

MORE SIGNS

You say it and SIGN it.

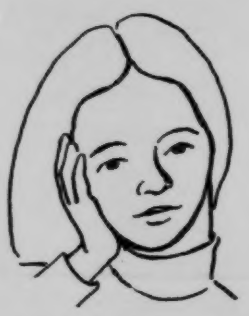
You say it. Help your child SIGN it.

CHAIR



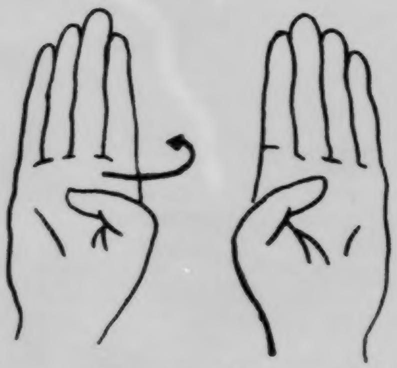
Both hands, palms down; index and middle fingers of right hand slightly curved, across the curved index and middle fingers of left hand.

BED



Place the right open hand against the right cheek. Tilt head slightly to the right as if laying it on a pillow.

DOOR

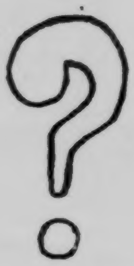


(Front View)

Both hands making a "B" sign come together along edges of index fingers. Swing the right hand back and forth as a door opening and closing.

8

YOUR CHILD'S NAME



Use your child's initial: the first letter of his first name. Exception: If his name begins with "T" use the first two letters to avoid confusion with "T" for toilet.

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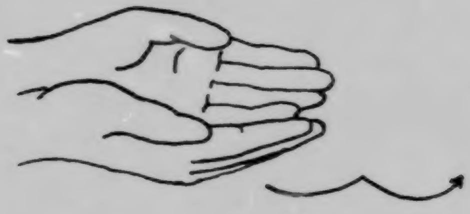
COMMUNICATION

MORE SIGNS

You say and SIGN it.

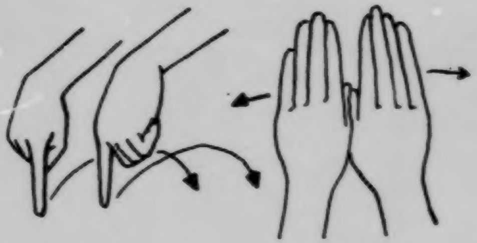
You say it and help your child SIGN it.

BOAT



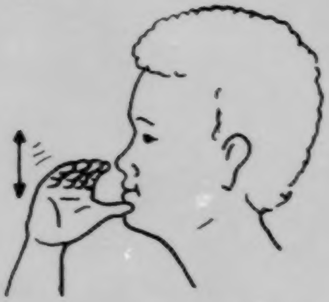
The little finger edges of both cupped hands are placed together to form a boat. Move hands forward as if bouncing on waves.

TABLE



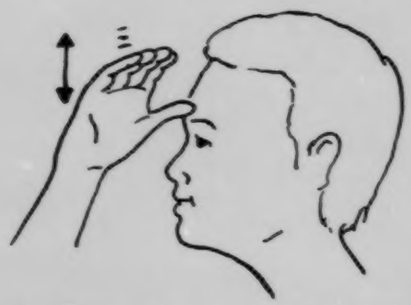
1. Point both index fingers down; move hands toward self, then point down again (to indicate four legs). 2. Place both open hands palms down, side by side, draw them apart. (Indicate table top.)

MOTHER (OR MOMMY)



The tip of right thumb against the chin; wave fingers up and down.

FATHER (OR DADDY)



The tip of right thumb against forehead; wave fingers up and down.

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Put it up where you
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signs on the other
side.

THE MANUSCRIPT ALPHABET

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

1 2 3 4 5 6 7 8 9 10

Detach this page and use it as a guide in teaching your child the proper manuscript alphabet.

JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
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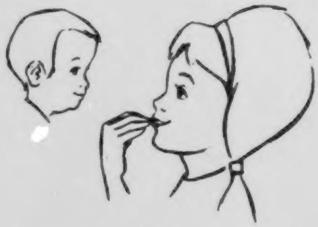
COMMUNICATION

LEARNING STEP FIVE



HAPPY TALK

IF

You have read our lessons and made an effort to communicate with your child through words and signs -

YOUR GOAL NOW

At this time is to become aware of the joy and satisfaction - the fun - it can be to communicate. This is true whether you communicate verbally or nonverbally. Even if it seems at times to be one-way communication, we believe you will find that there may be more going on than is immediately apparent. This LEARNING STEP will point out various ways you can communicate with your child, and make it fun for him as well as for you.

YOU NEED

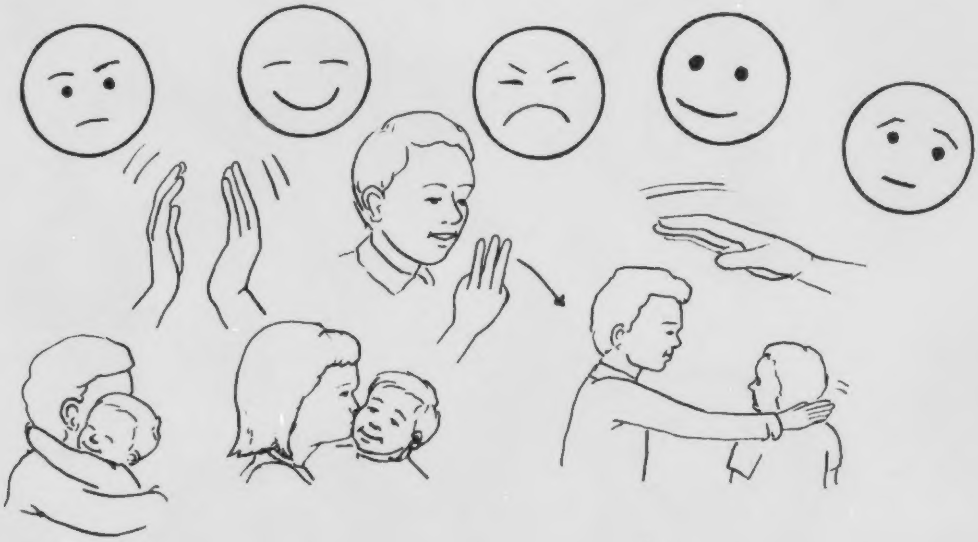
Two people: you and your child. (It takes two to communicate.)

WHAT TO DO

Realize that you communicate with your child in many ways, in almost everything you do for, with, or near him. He probably sees enough (with glasses or contact lenses, perhaps) and hears enough (with a hearing aid) to notice your body movements, possibly your lip movements, and your voice. As you move, or as you handle him, as you sing or talk or shout or as you keep quiet, you communicate something. While we need words to understand or express many feelings and ideas, we can communicate without words through facial expressions, body movements, touch, and gestures or signs. All this communication, verbal or nonverbal, is useful in a practical way, to get things done, to teach your child about the objects and people in the world about him, and to restrict or limit your child's behavior.

In this LEARNING STEP, let's not be completely practical! We have stressed useful language in our lessons. We have urged you to talk to your little boy or girl, using single words when they express an idea, or a direct short phrase when it is needed. In previous lessons, we've mentioned vibration and your child's sense of touch. We have introduced sign language and you have received illustrated instructions for forty or more signs. We have sent you a copy of the fingerspelling alphabet and a printed alphabet. You may have begun using these in a limited way.

By this time,, you have found ways to use the "tools of communication" we talked about in an earlier lesson. Now let's talk about finding pleasure in communicating not only with words and signs, but with "body language" and facial expressions. Every movement you make tells your child something, and he may imitate whatever he can see, feel, or hear.



Don't all those things communicate something, even to a deaf-blind child?

Stress the positive as you communicate through facial expression or movement.

Say "Yes" more than you say "No."
Clap your hands or give your child an approving pat when he tries - or achieves.
Love him and show you do, with a hug.

PLAY GAMES

We've talked about co-action to get things done.

Now let's use co-action for fun. Get down on the floor:

Roll
Tumble
Slide
Scoot across the floor
Laugh!

If your child is walking, march with him. High step to the rhythm of a lively march. Count - one, two, three, four, one, two, three, four. Run! Later: skip and hop with him. (These skills may not develop until your child is past preschool age.)

Help your child feel you express the joy of movement. Naturally, you should use words, and signs, to describe your movements and to express your happy feelings.

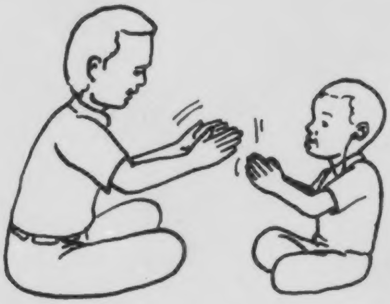
SIMON SAYS

Sit face to face on the floor. Move your body from the hips up, back and forth, side to side. Reach out and help your child duplicate your movements. Put your hands up, out, and forward. Clap! Hold your child's hands and help him do as you do. Say "Hands up, hands down, clap your hands!"

OPEN, SHUT

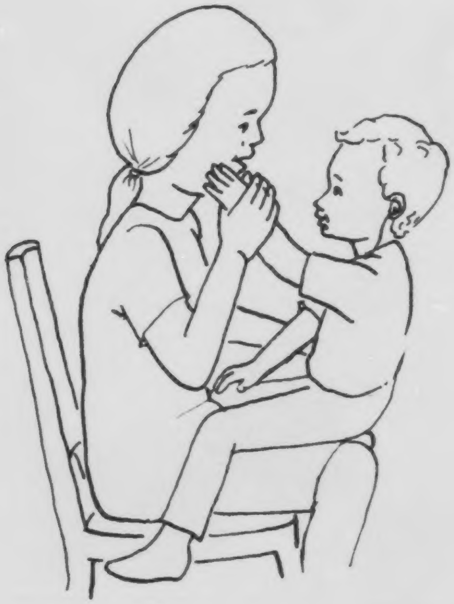
Play hand games such as "Open, Shut." At first use co-action to help your child imitate your hand movements as you open and close your hands and say:

Open, shut them
Open, shut them
Give a little clap
Open, shut them
Open, shut them
Put them in your lap



SING-A-LONG

Hum a tune or sing a song, with your hands over your child's hands on your face (see illustration).



He will feel the vibration of your voice and the breath stream (or puff) as you sign. You can do the same when you talk to your child. This use of touch adds to whatever your child can hear or see. It is known as the Tadoma method, originally used successfully with two deaf-blind children named Tad and Oma. This tactile training - helping a deaf-blind child feel the vibration of a speaker's voice - provides another clue that someone is talking to him.

BALLOON FUN

Blow up a balloon and tie it to keep it inflated. Help your child hold the balloon. Put your lips against it and go "Bub-bub-bub." The balloon's vibrations can be easily felt - it almost hums! Your child's fingertips can sense, can feel, these vibrations.

Sing a little song or hum a tune, with the balloon lightly against your lips. Vary this by using different colored balloons, and by letting the air escape so your child can feel it. It tickles - laugh with him!

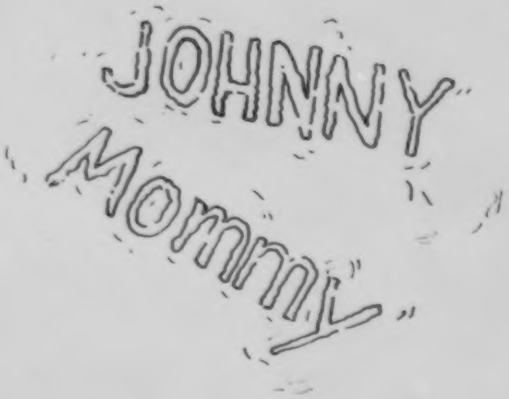
MIRROR PLAY

Make a game of "Happy Talk." In front of a mirror, say and sign "Happy," and say "I'm happy!" Also, sign and say "I love you!" Help your child make these same signs. Sign "Laugh" and let your child feel your lips as you smile broadly or laugh. Take your fingers and guide his in pulling up the corners of his mouth. Laugh together in front of the mirror. You may also give him a kiss, and make the sign. All these words and signs, and other "happy talk" such as "good," "thank you," and "OK" should be used at the right time, in the right situation. (Never drill on words or signs.)

PRINT

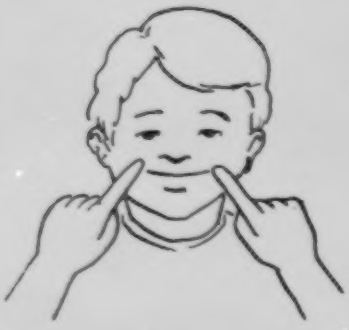
In Lesson Four (Communication), we talked about tracing sandpaper letters. That's fun. Plastic letters, some magnetic, are fun, too. Let your child move these around when he wants to, but also give him freedom to explore their use in his own way.

Or - in the dirt (in your backyard) or in the sand (at the beach), print your child's name, with your finger, then in co-action with him. Tell him it's his name! Touch him, pat him on the shoulders, arms, legs, feet - all over - as you say his name. (He should be aware that all of him is himself!)



Using big sheets of paper and felt tip pens (washable ink) or crayons - make some big scribbles. Help your child imitate them in a free, loose way. Print his name. Show it to him. Say it, fingerspell it, and have him trace the letters with his fingertip.

MAKE A HAPPY FACE



Draw a smiling face.

You smile.

With your fingers, help your child turn up the corners of his mouth in a smile.

Use "Happy Talk." And put on a smiling face.

Communicate. Enjoy it.

Knowledge of signs and fingerspelling will make it easier - and enjoyable for your child.

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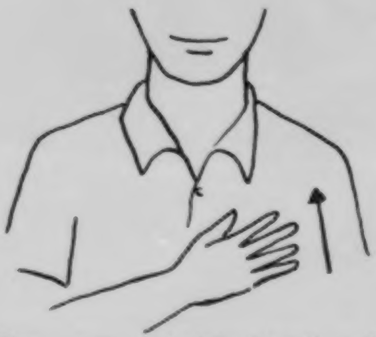
COMMUNICATION

MORE SIGNS

You say it and SIGN it.

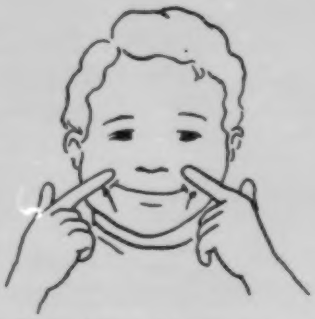
You say it. Help your child SIGN it.

HAPPY



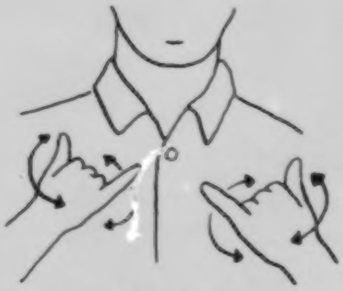
The open right hand make quick upward strokes on chest several times.

LAUGH



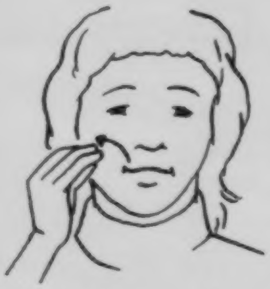
Both index fingers are drawn up several times from the corners of the mouth.

PLAY



Shake the "Y" hands in and out several times in front of you.

KISS



The tips of the fingers of right hand are bunched together. Place them on the corner of the mouth, then on the cheek.

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Comm.V.8

Put it up where you
can often see the
signs on the other
side.

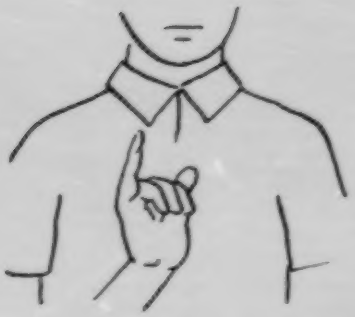
COMMUNICATION

MORE SIGNS

You say and SIGN it.

You say it and help your child SIGN it.

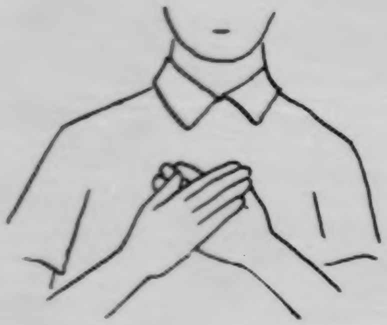
I



1.

"I" hand, touch chest with thumb.

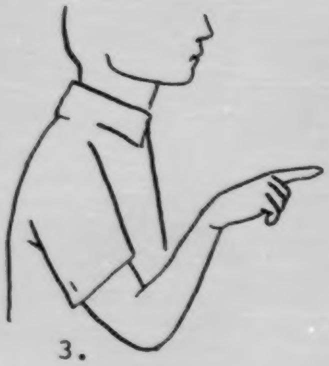
LOVE



2.

Open hands are crossed on top of one another and placed over heart.

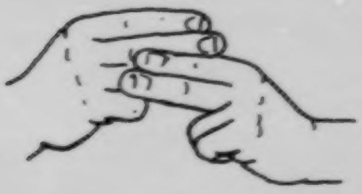
YOU



3.

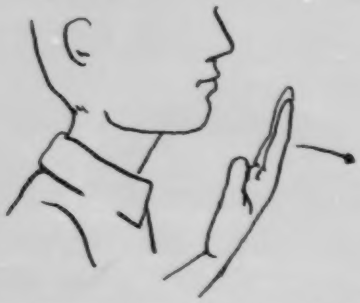
Right index finger points out.

NAME



The right "H" hand is across the left "H" hand.

THANK YOU



Move the fingertips of the right open hand forward away from the mouth, like throwing a kiss.

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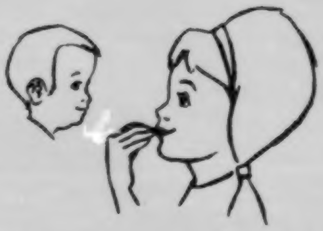
COMMUNICATION

LEARNING STEP SIX



IF

Your child has started to notice your hand movements; if he sometimes associates a few signs with what they represent; if he notices when you talk to him; and if he seems to understand one or two words -

YOUR GOAL NOW

Is - to provide new and varied experiences within your home, in your own backyard or close by, and in your community. These will be the basis for new concepts and new language.

YOU NEED

A Plan (and Lesson Six: see the Experience Chart.) Choose from our list in the sixth lesson or think of something yourself. Plan an experience that takes no extraordinary or bothersome preparation. A new experience should expose your child to only one or two new concepts or persons, at first. Read Lesson Six carefully. Then plan something now. In preparation, take a close-up picture of your child and have several prints made.

Any experience can be enjoyed if it is planned with care and is within your child's limits of ability and tolerance - and yours. If you plan something which ends with a frustrated child and exhausted parent, it cannot be enjoyed.

WHAT TO DO

ANTICIPATE—ENJOY—RECALL

Three steps to make an experience worthwhile:

Anticipation: Help your child look forward to a planned experience. Give him clues and language for what is to happen.

Enjoyment: Help your child enjoy the experience in his own way at his own level. Do not try a new experience when he's tired or you are hurried. Relax and enjoy whatever you and he are experiencing. Give him the language appropriate to the situation.

Recollection: Help your child recall the experience and the language - both words and signs.

EXPERIENCE: BUYING NEW SHOES

Anticipate:

Choose a small shoe store close to home and go at a time of day when it's apt to be least crowded.

For a few days, make a special effort to use the word and sign for shoe in connection first with real shoes, then with representations of shoes - toy shoes or pictures.

ACTIVITIES

Talk about your child's shoes as you help him take them on or off.

Polish shoes.

"Scramble" several pair of shoes and help your child pair them up.

Help him put away shoes.

Draw a picture of your child's shoes, coloring it to match his shoes.

Suggested Language

"Here's a shoe."
"Find the shoe."
"It's the shoe!"
"Get a shoe."
"Put away the shoe."

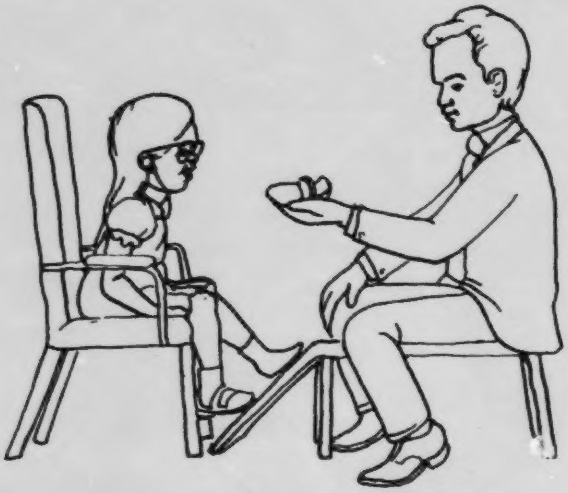
Note the keyword "shoe" is emphasized and is at the end of each phrase.

Enjoy:

Before leaving for the shoe store, talk about your child's shoes, and compare the picture of his shoes with his own shoes.

Drive or walk to the shoe store. Stop and look at the shoes in the shop window, or on display in the store.

Sit down and mention your child's old shoes, then take them off. Help him take the new shoes out of the box and tissue when the salesman brings them. Tell him they are new shoes. If he's fearful, you could slip them on him instead of having the salesman do it. Perhaps more than one pair will be tried on, but after the proper shoes are selected, show your child the picture (or color a new picture if the color differs). Let him wear or carry the shoes home.



BUYING NEW SHOES

Recall:

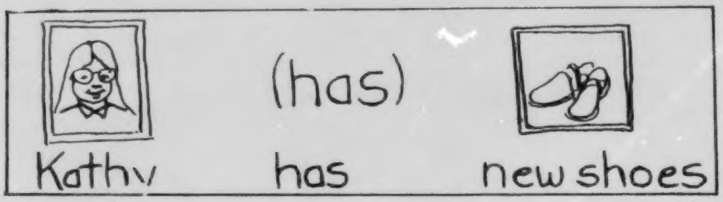
1. Make an EXPERIENCE CHART. Paste a snapshot of your child and a picture of shoes on a large sheet of paper or on posterboard. Or you could draw a pair of shoes and color them to match his own. As a variation, use a flannel board and back each picture with flannel.

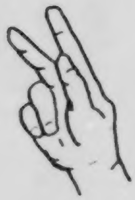
2. Use the LANGUAGE. Point to the picture, say "Kathy," (use your child's name); use her sign. For Kathy, this would be "K." Then say and sign "has;" next say and sign "new shoes" and point to the picture, then to your child's shoes and repeat the words and signs. Help your child through co-action to sign the sentence, "Kathy has new shoes."

Be sure to show Daddy or any visitors the new shoes and help your child use the chart to tell them of his experience.

EXPERIENCE CHART

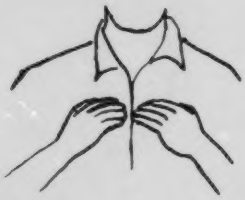
NEW SHOES





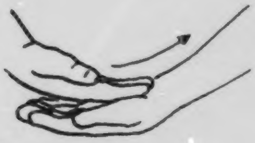
Your child's name sign

NAME



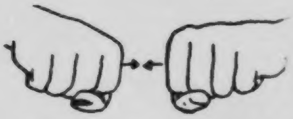
Both hands curved to chest

HAS



Back of right hand brushes palm of left hand

NEW



(See Communication I.5)

SHOES

Language: New signs are illustrated at the end of this section and above the illustration of the Experience Chart. However, you should have a copy of a book of signs. Ask Gallaudet Bookstore, Kendall Green, Washington, D.C. 20002 for a list of books on manual communication. Better still, enroll in a sign language class in your community.

EXPERIENCE: A Visit to a Children's Zoo
(to pet a "bunny")

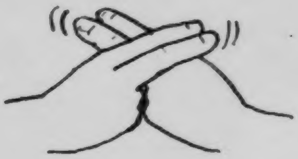
ACTIVITIES

Anticipate:

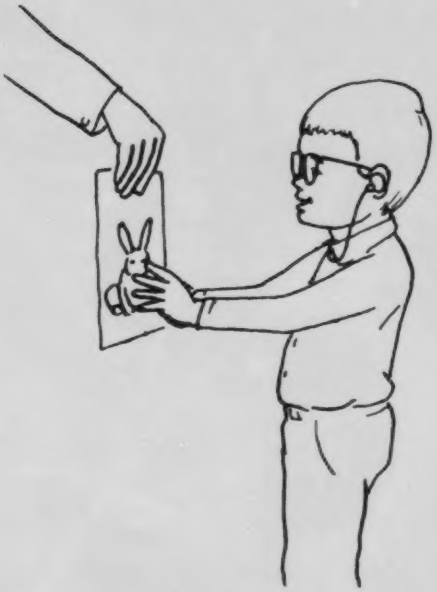
For a few days before the visit to a pet store, prepare your child for the experience.

Use a toy bunny, name and sign "bunny."
Take your child's hand. Help him stroke the bunny.
Say "Nice bunny."
"Touch the bunny."
"Soft bunny!"

Sign: Criss-cross "H" hands, facing self, wiggle like bunny ears.



Also, you can make use of a large picture of a bunny and a piece of furry fabric, or a "touch" picture, with a furry textured picture of a bunny. Use the words - and sign "bunny," "soft," "pat" or "stroke" - and "nice bunny."



Enjoy:

Keep the visit short. If the whole family goes, explain to the other children that this will be a short visit just to get acquainted with a bunny. No treats or side trips!

Before you leave home, show your child the picture of a bunny and the furry fabric, or the toy bunny. Mention by name and use the sign. Take either along.

Also, take along a Polaroid camera if you have one, to take and print a picture on the spot.

When you get to the pet store, park the car and go directly to see the bunny. Help your child pat or stroke the bunny. Compare the toy bunny or picture with the real bunny. As you did at home, use short, direct sentences or phrases. Stress the word "bunny."

Say and sign in sequence such phrases as:

"See the bunny."
"Touch the bunny."
"Soft bunny!"
"Nice bunny!"

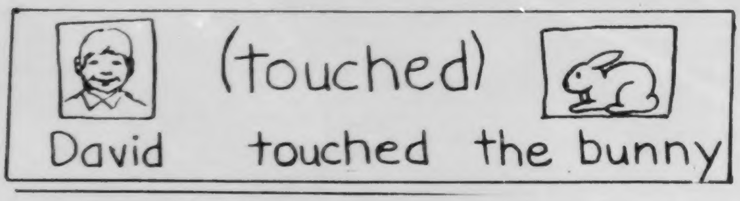
Take a picture of the bunny. Print it on the spot if you have a Polaroid camera, and compare the real bunny and his picture. Tell the bunny "bye bye" and before your child gets tired, tell him it's time to go home. (Sign "Time to go home.")

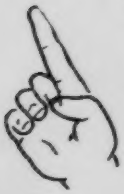
Recall:

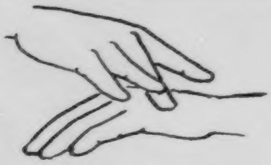
At home, make an Experience Chart. (Use your child's name and photo and a picture of a bunny.) Paste furry fabric on the bunny and help your child stroke it.

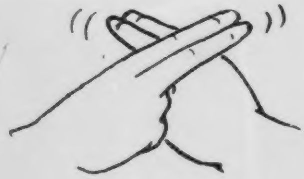
EXPERIENCE CHART

A BUNNY









Use child's name sign.	Middle finger of open right hand touches back of open left hand.	Fingerspell "THE" (see the manual alphabet - Communication III.7.)	Criss-cross "H" hands, facing self, wiggle like bunny ears.
NAME	**TOUCHED**	**THE**	**BUNNY**

MORE ABOUT EXPERIENCE CHARTS

Make all picture charts the same size on large sheets of construction paper, or use newsprint (inexpensive at art or school supply stores) or brown wrapping paper. You can cut up the brown paper bags in which you bring groceries home from the market and use the paper for Experience Charts or scrapbooks.

Save these picture charts. When you have several, punch holes in the left margin and tie together. Cardboard covers could be made from old dress or suit boxes, or of posterboard.

EXPERIENCE BOOKS

If you have several pictures, souvenirs, or mementos from an outing, put together several pieces of cardboard to make a book. Use cardboard such as those that come with laundered shirts, the cardboard inserts from packages of stockings, backs of pads of paper, or cut-up lightweight boxes. Save these things for this purpose. Also, start saving pictures from magazines, newspapers, and mail order catalogs. Big, simple, uncluttered pictures of objects and everyday articles will be useful.

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COMMUNICATION

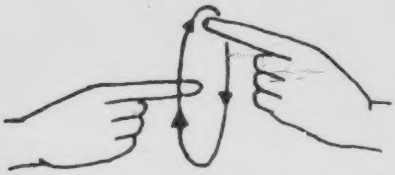
MORE SIGNS

You say and SIGN it.

You say it and help your child SIGN it.

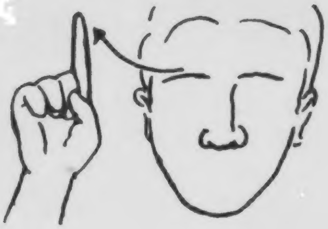
GO FOR A WALK

GO



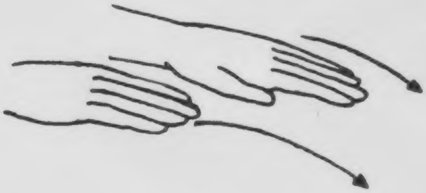
Rotate index fingers, move forward.

FOR



Point index finger, flick out and up from temple.

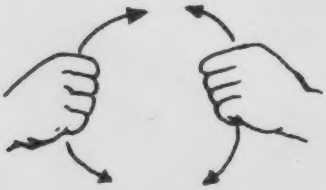
A WALK



Hands "walking" forward.

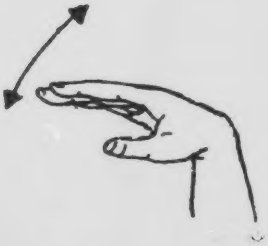
PHRASES THAT BEGIN WITH "GO"

CAR



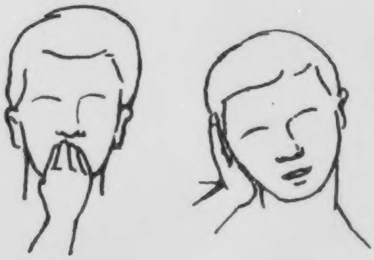
Move hands as if steering a car. (Use "car" sign for "ride.")

BYE-BYE



Wave bye-bye.

HOME



Move hand from "eat" to "sleep" position.

Suggested phrases: "Go for a ride." "Go bye-bye." "Go home."

Detach This Page and Post It Where You Can See It Often.

REMOVE THIS PAGE

Put it up where you
can often see the
signs on the other
side.

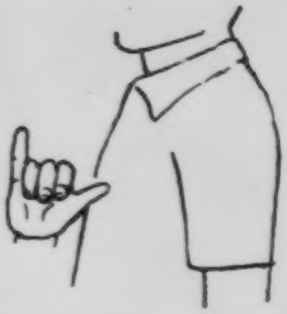
COMMUNICATION

MORE SIGNS

You say it and SIGN it.

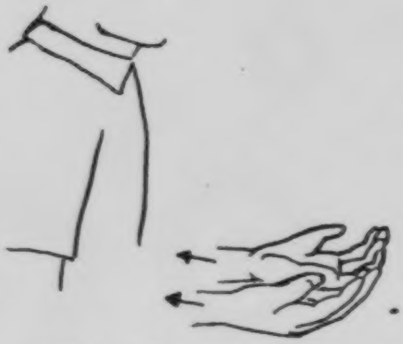
You say it and help your child SIGN it.

I



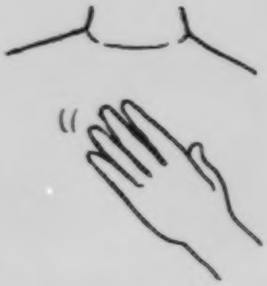
"I" hand; thumb touching chest.

WANT



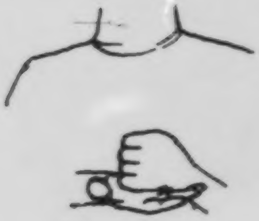
Both palms up, fingers bend, draw toward chest as if opening a drawer.

MINE



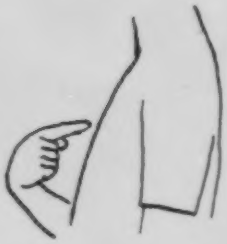
Pat chest with open right hand.

HELP



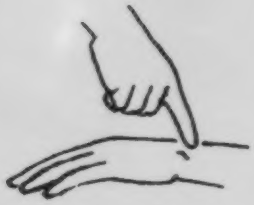
Right open hand under and supporting the left "S" hand. Lift both hands together.

ME



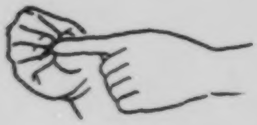
Right index finger points to chest.

TIME



Right index finger points to back of left wrist (as if pointing to wristwatch).

TO



Bunched fingers of right hand touch tip of left index finger.

Detach This Page and Post It Where You Can See It Often.

REMOVE THIS PAGE

Put it up where you
can often see the
signs on the other
side.

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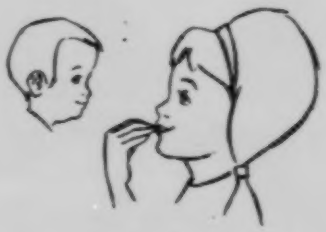
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

COMMUNICATION

LEARNING STEP SEVEN



IF

You have used words and signs in connection with everyday routines and in games or play since beginning this program -

YOUR GOAL NOW

Is continued use of language and development of concepts by:

(1) Helping your child recognize similarities by teaching him to match objects.

(2) Helping him observe and match or imitate your movements, including signs.

(3) Your consistent use of the same language in the same situations.

All these goals will help your child get the idea of associating or matching one thing to another. You will help him develop the concept of sameness.

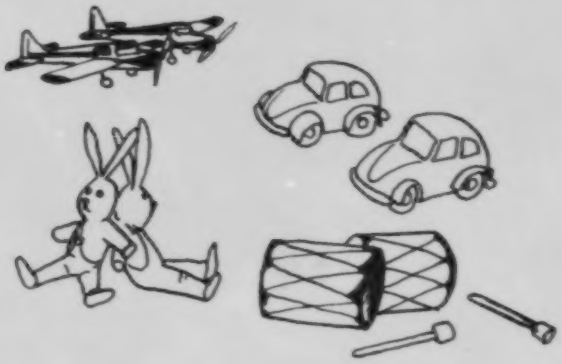
YOU NEED

Two pair of identical toys (Two cars and two airplanes, for example)

A furry toy bunny

A drumstick

Any drum, or an oatmeal box or coffee can



WHAT TO DO

Matching Objects

Give your child only one of a pair of matching objects, the car, for instance. Help him use his finger to trace the outline of the car and to turn its wheels. Let him hold it, lift it, and feel its texture, weight, form, and contour. Help him run it along the table and become completely familiar with all its characteristics.

The next day, repeat the above. Then place the second car beside the first and help him feel the similarity between the two. Say and sign "The *same*!" or "They are the *same*." Help him touch one then the other and guide his hand in forming the sign. Let him play with the cars for a few minutes.

Do this for several days until your child seems to be aware of the similarity of the two cars.

Then, on another day, bring out the two tiny airplanes. Go through the same steps as with the cars, but instead of running the airplanes along the table, hold each up high and "fly" it through the air.

After your child has become well acquainted with each set or pair of toys, place all four in front of him and show him that the two cars go together and that the two airplanes are the same. Stress the *likeness* of each pair. Use the sign and word "same" whenever possible.

With variations and your help in pairing or matching the toys, this game can provide much enjoyment and develop the concept and language for "same."

Imitating Hand Movements

You may be familiar with the games described on the next page, but look over our suggestions anyway. As used in this lesson, the activities are specifically to encourage imitation.

Easy Games

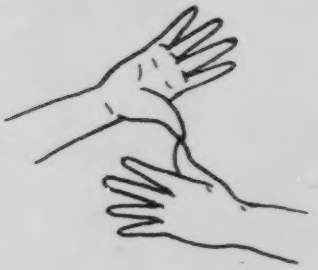
Clapping Game: Clap your hands, 1-2-3. When you first use this game, help your child clap his. Then begin to encourage and expect him to imitate or copy you. You may need to nudge him or put his hands together to get him started. Someday he may imitate your hand claps with no prompting on your part. After clapping your hands, try slapping your knees and your shoulders, and encourage imitation of these actions. Say "1-2-3, Clap, Clap, Clap," as you go through this routine.

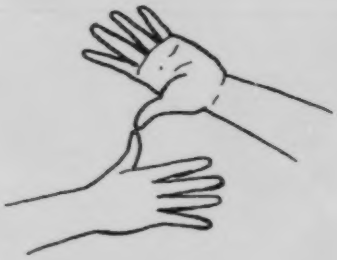
Tap, Tap, Tap: Tap a stick on the drum or oatmeal box as your child watches. Hold his hand on the stick and help him tap as you have done. For a change, tap the floor or another hard surface. As in the clapping game, your goal should be to have your child imitate your action.

More Difficult Games

Itsy Bitsy Spider (Sometimes known as "Teentsy Weentsy Spider"). Make hand movements and help your child make them as you say:

Put open hands, fingers stretched in front of you, left hand facing in, right hand facing out, thumbs touching.



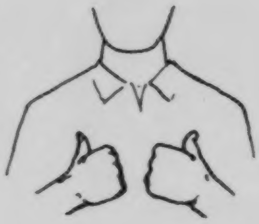


"Itsy Bitsy Spider went up the water spout	1. Reverse hand positions, moving "up the spout."
Down came the rain And washed the spider out.	2. Quickly bring hand down, fingers pointing down.
Out came the sun And dried up all the rain	3. Arms and hands circled overhead.
Itsy Bitsy Spider went up the spout again!"	4. Repeat #1.

Open, Shut Them (see Communication V.3)

Open and shut your hands and help your child do the same as you say this verse.

Fly Away



Use appropriate finger movements, said to the rhythm of the verse, and guide your child's hand in duplicating them:

"Two little birdies sitting on the wall,	1. Both hands in front of you, thumbs up.
One named Peter,	2. Wiggle left thumb.
The other named Paul,	3. Wiggle right thumb.
Fly away Peter,	4. Quickly lift right hand overhead.
Fly away Paul,	5. Quickly lift left hand overhead.
Come back Peter,	6. Bring right hand down.
Come back Paul!"	7. Then bring left hand down.

A CONVERSATION GAME ABOUT A BUNNY

We will give detailed steps on the use of the word and sign "bunny" in this section. (We illustrated this sign in Communication LEARNING STEP Six.) This same game can be used, of course, to provide practice on the name of other favorite toys or familiar objects. If you do not know the correct signs and if we have not yet illustrated them in our Program, you may be able to find them in the books mentioned in Lesson Two. If your child is in school, ask his teacher to demonstrate the sign used in the classroom.

Talk About a Bunny: Show your child a toy bunny (preferably a stuffed toy that is soft and furry to the touch). Sign and say "bunny." Take both your child's hands in yours, put his fingers in the right position, help him wiggle them in the bunny sign. Repeat the word "bunny." Say "You made the sign for bunny!" Act pleased.

TOUCH THE BUNNY

Let him touch and stroke the furry bunny. Again, say and sign "bunny" and help him make the same sign. Help him imitate the sign. Let him hold the bunny and enjoy it for a few minutes, then help him put it in a box or basket to end the conversation game.

After having conversation about the bunny for several days, your child may become familiar with the pattern of hand movements for the sign "bunny." Gradually cut down on the help you give him in making the sign. Try putting his fingers in position and tap his fingers to start him wiggling them. Immediately help him if he doesn't take the hint. Move his fingers for him: avoid having him feel he's failed to do what's expected.

After several days of just the suggestion of a slight tap or touch, put his hands and fingers in position and see whether he'll wiggle his fingers in imitation of you. Again - step in quickly to help him if he doesn't copy your finger movements.

If he manages to consistently move his fingers after you've placed his fingers in the crisscross position, try just nudging his fingers or hands in the right direction and let him complete the wiggling movement.

Eventually he may, when he sees or touches the bunny, make the sign in imitation of you, without your help. When he learns this sign - or any sign - please expect him to use it.

CONVERSATION: OTHER TOPICS

This "Conversation" game can be about any object that may be familiar to your child. It can be about his dish, cup, spoon; articles of clothing; toilet articles. Do not limit it to toys - plan a short daily conversation game about something of interest to him. This will supplement your use of words and signs throughout the day. It will stress imitation plus co-action until a sign is learned. Having your child sign in imitation of you will lead to his spontaneous use of signs.

USE THE SAME LANGUAGE IN THE SAME SITUATION

We have talked about having your child match objects and imitate actions. Both of these activities stress matching one thing to another. Your child matches one object to another, his action to yours, and eventually will match a word or sign to what it represents. He will match or associate the sign you make (and his imitation of it) to an action, an object, a person, or a situation.

GIVE HIM A GOOD CHANCE

To give your child the best possible chance to see the same sign (and see or hear the same word) in connection with the same thing, we urge you to use the identical language in situations that recur. Particularly in the early stages of language development, consistently use the same word and sign for routine happenings. Examples follow.

Say and Sign:

"Time to eat!" - at all snack and mealtimes.

"Time for bed!" - at naptime and bedtime.

"Finished!" - when something ends.

"Time for your bath!"

"Wash your hands."

"Brush your teeth."

MORE AND BETTER LANGUAGE

All of these activities, which will lead to language development and better communication, can be adapted to new words and signs. In the next LEARNING STEP, Communication VIII, we will get into other matching activities and more ideas for concept development.

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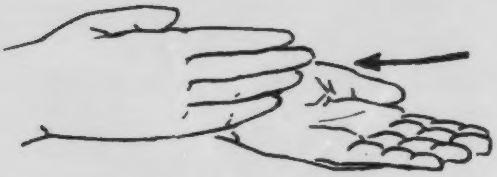
COMMUNICATION

MORE SIGNS

You say it and SIGN it.

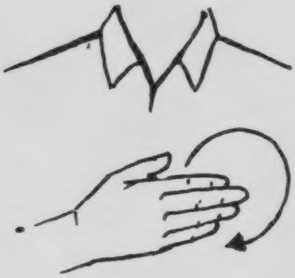
You say it. Help your child SIGN it.

SOME



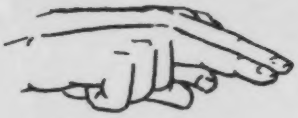
The little finger edge of right hand is drawn down across the left palm.

PLEASE



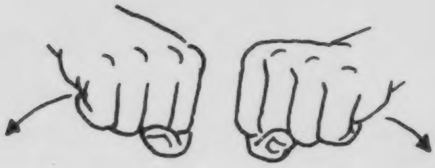
The right open hand rubs the chest in a circular motion.

SAME



Palms down, place both index fingers together.

BROKEN



"S" hands side by side: give a sudden outward twist as if breaking an object.

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REMOVE THIS PAGE

Put it up where you
can often see the
signs on the other
side.

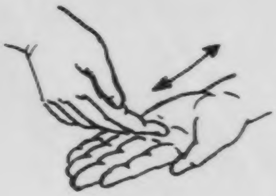
COMMUNICATION

MORE SIGNS

You say it and SIGN it.

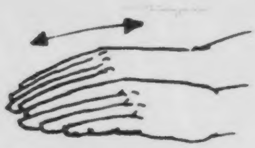
You say it. Help your child SIGN it.

PAINT



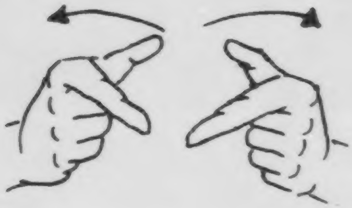
Fingertips of open right hand brush back and forth across open palm of left hand.

ROLL



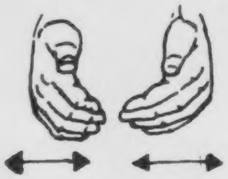
Both hands, palms down, move forward and back, as if using a rolling pin.

BIG (LARGE)



Both "L" hands, thumbs together, are drawn apart to indicate size.

LITTLE (SMALL)



Both slightly curved hands, facing one another, move towards one another several times (but do not touch).

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Put it up where you
can often see the
signs on the other
side.

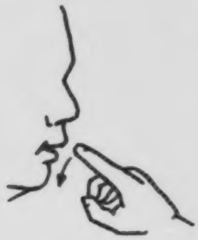
COMMUNICATION

MORE SIGNS

You say it and SIGN it.

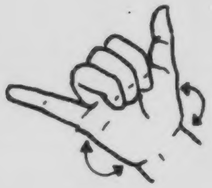
You say it. Help your child SIGN it.

RED



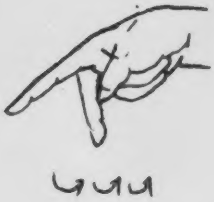
Move the inside tip of the right index finger down and across lips.

YELLOW



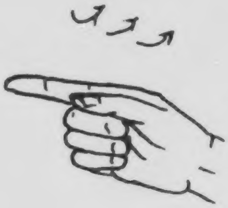
Make a "Y" with the right hand and draw to the right in a flicking motion.

PURPLE



Make a "P" with the right hand and draw to the right in a flicking motion.

GREEN



Make a "G" with the right hand and draw to the right in a flicking motion.

(Over)

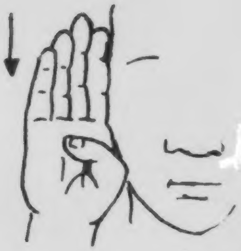
COMMUNICATION

MORE SIGNS

You say it and SIGN it.

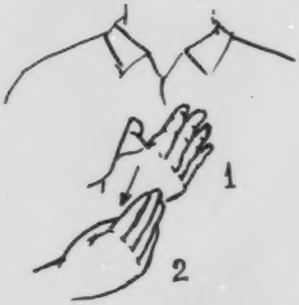
You say it. Help your child SIGN it.

BROWN



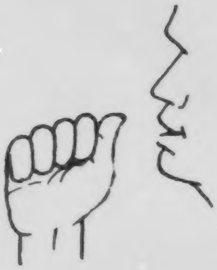
Draw the inside edge of "B" hand down the right cheek.

WHITE



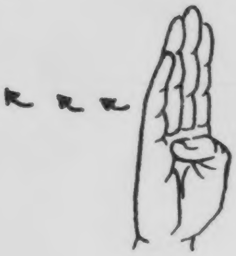
Put fingertips of the open right hand against chest and as you move the hand forward, bring fingertips together.

ORANGE



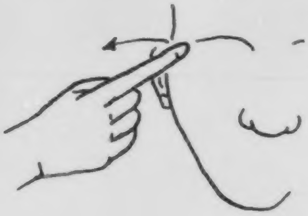
Open and close the right fist in front of mouth several times (as if squeezing an orange).

BLUE



Make a "B" with the right hand and draw to the right in flicking motions.

BLACK



Move the side of the index finger from left to right across the right eyebrow.

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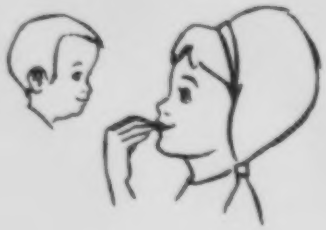


COMMUNICATION

LEARNING STEP EIGHT

IF

You have studied previous LEARNING STEPS and used the ideas that seemed to be suited to your child -

IF

You have frequently held your child and sung to him, keeping time to the music, as we suggested in Communication LEARNING STEP One, page 2 -

AND IF

You have helped him beat a drum -

YOUR GOAL NOW

Is to continue auditory training so that your child will notice sounds and be able to let you know when he is aware of sound.

In this LEARNING STEP, we will also suggest another way to develop the matching or "same" concept.

YOU NEED

A record player (or a radio)

Records: A march (with emphasis on bass rhythm)
A lullaby or slow waltz
A small flag or pennant

A drum, a drumstick, red, yellow, and blue blocks. A coffee can or other open container

A cowbell, a tambourine, sand blocks, or other rhythm instruments

See "Other Sources of Help" in Lesson Eight (D-B.VIII.11) for information on records and rhythm instruments.

The following will add interest to the lessons:

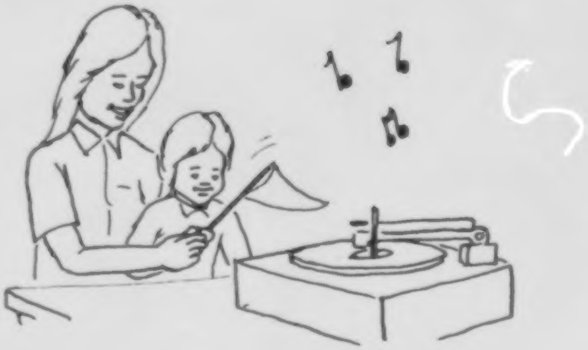
Sand blocks
Maracas
Tapping sticks
Sleigh bells or wrist bells
Additional records
Buttons or poker chips and a coffee can

WHAT TO DO

GAME ONE: ON AND OFF

Purpose: To help your child listen.
To teach him to keep time when music is on and stop when it's off.

Sit with your child near the record player. Hold your hand over his as he holds a little flag or pennant. Say "Wait." Then say "On," make the sign, and immediately start the record playing. Say "Listen!" and put your hand to your ear in the "Listen" sign. Help your child wave the flag in time to the music. After about thirty seconds, say (and sign) "off" (or "Stop).



Repeat two or three times.

Do this every day. After he has frequently had your help, your child, with a little encouragement, may begin to keep time when he hears the music.

After this game has been carried out again and again, possibly over a long period of time, try other rhythmic activities. Change the activity, but be consistent in the step by step procedure. Use the same words and signs - "Wait," "On," "Listen," and "Off."

Help your child:

Wave a flag, a pennant, or a silk kerchief or
Tap a stick or
Clap his hands or
Slap his thighs

Do this in time to the rhythm of the music. After about thirty seconds, say and sign "Off," as you stop the rhythmic movement and the music.

USE SIGHT AND SOUND TOGETHER

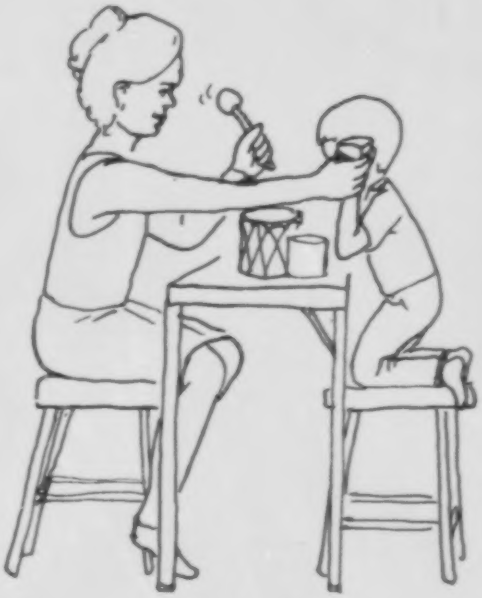
Use sight and sound together at first. Help your child LOOK and LISTEN as you start and stop the record. After he knows the game, he will start waving the flag or stop as he watches you start and stop the music. Then - try starting it and stopping it when he's not looking. If he hesitates, step in quickly with help. Say "It's ON!" or "It's OFF" - and make the appropriate sign.

This game can be fun if you make it so! Then it can be a way of making listening a pleasant experience.

GAME TWO: BEAT THE DRUM

Purpose: To help your child notice the beat of the drum as he looks and listens; to help him perform an action in response to the sound he hears, sees, or feels.

Sit facing your child. Put the drum, three blocks, and a can between you. Sign "Listen" - and say "Listen!" Help him pick up a block. Keep your hand on his and hold it near his ear. Pick up the drumstick with your other hand. Assume a listening attitude - and again say "Listen." Quickly strike the drum. At first use vision, hearing, and touch: let your child feel the drum vibrate as you strike it. Within a split second, help him respond by dropping the block into the can. Repeat, but vary the time interval between drumbeats. You want to help him respond to what he sees, hears, or feels, not to a rhythmic or expected pattern.



Note that the two actions - you striking the drum and your child dropping the block - should be within a second or two of each other. This will help him make an association between the two - and he'll begin to connect the drumbeat and the idea of making a response.

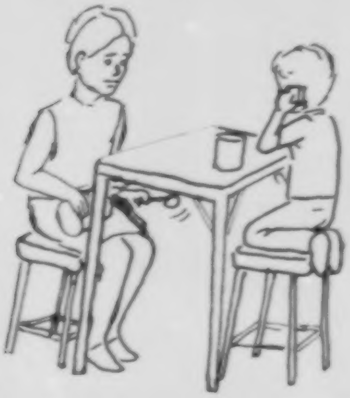
ALLOW MORE INDEPENDENCE

When your child seems to have the idea of dropping the block when you hit the drum, gradually cut down on the help you give him. Guide his hand toward the can when the drum is struck, but let him complete the action. Help him if he needs help, but if he succeeds, give slightly less help the next time, and the next, until he eventually is responding by himself.

Note: If you find this game difficult, get someone to help by acting as coach (guiding the child's hand) while you hit the drum.

KEEP THE GAME SHORT

Repeat this step-by-step procedure only a few times at a sitting. Count out three or four blocks to help your child see how much of a task he has to complete. Later, after several practice sessions, you can set out more blocks. Play this game every day, but for brief periods of time.



HIDE THE DRUM

After your child becomes familiar with the game, the next step is to strike the drum out of his range of vision. Put the drum below the tabletop and hit it. Help him respond - this time to just the sound, with no visual or tactile clue. If he does not get the idea, offer help by letting him see you strike the drum - but offer this help only if he needs it.

LEARN TO LISTEN AND RESPOND

When your child consistently responds to the sound of a drumbeat, he has learned an important lesson: he has learned to make a positive response (an action) when he hears a sound. This ability to respond will be a great help in future hearing tests and in future auditory training.

Each auditory training session should be short. It may take weeks of practice before your child will respond to sound. The greater his hearing loss, the more difficult this may be. It is essential to approach auditory training not with a view of getting quick results, but as a long-range educational program. Keep each session short, make it fun, and be prepared to go on for a long time with little noticeable success. Some day your child may surprise you by indicating he is "tuned in" to sound.

MOTIVATION IS IMPORTANT

It is essential for you to keep your child interested in this game and to reward him with praise and a pat on the back when he tries - as well as when he succeeds. Auditory training is hard work for a deaf child, and the following suggestions, used with imagination, will help you hold your child's interest.

1. Be interested and enthused yourself.
2. Keep the sessions short, with a brisk, lively pace.
3. Indicate the number of times you want your child to respond by showing him the few buttons or other tokens.
4. End the game before he loses interest. You decide when the game ends. You keep control.
5. Vary the game, after the pattern is well established by having your child make the following actions in response to the beat of the drum.

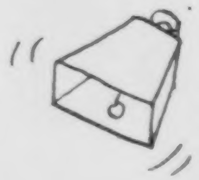
   Drop marbles in a can
   Stack blocks
   Drop clothespins in a box
   Put rings on a peg

IF YOU HAVE NO DRUM

If you have no drum, make one: Stretch a piece of inner tube over the top of a large juice can and tie it on with cord; or substitute a kettle and a big spoon (wooden spoon preferably) or an oatmeal box.

GAME THREE: RING THE BELL

Exactly the same as GAME TWO, but substitute a cowbell (not a little tinkle bell) for the drum. Be sure your child can listen for and respond to the drumbeat before you introduce the bell.



Continue to practice the drum game, but at a separate session. Do not use the two sounds in the same game until your child consistently responds to each separately. When he does - go on to the auditory training game in the next Communication LEARNING STEP (Nine). Before you do go on to that - or just for a change of pace - you may want to introduce the following activity, to further develop the concept of matching which we talked about in the eighth LEARNING STEP, Communication. A description is on the next page.

GAME FOUR: MATCHING COLORS

This is a game to develop the idea of sameness while sorting colors. Although you may not have determined if your child can tell colors apart, this is a chance to expose him to the colors and give him a chance to try.

> Using blue and yellow blocks, two bowls, paper plates or shoe boxes covered with colored paper, help your child place a blue block in one bowl and a yellow block in the other bowl. Then help him pick up any block (blue or yellow). Say "Find the same color." Guide his hand to the right bowl and help him drop it in. Repeat - matching several blocks of each color with the corresponding bowl.
>
> After practicing with him, allow him to attempt to sort by himself. If he starts reaching (with the block) toward a wrong colored bowl, quickly guide him to the matching bowl. (Help him avoid making a mistake.) Then say "It's the same!"

It is not necessary that your child succeed at each game, because learning is something that can go on and on. After you have covered the lesson, and have provided practice on the various activities, you will want to try new ideas as outlined in our next LEARNING STEP - COMMUNICATION.

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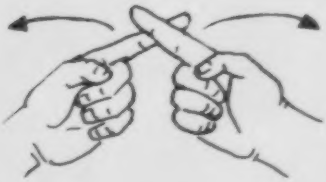
COMMUNICATION

SOME USEFUL SIGNS

You say it and SIGN it.

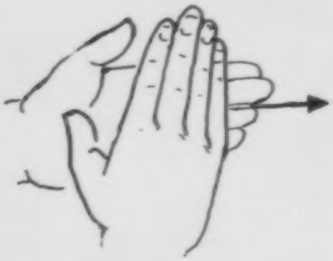
You say it. Help your child SIGN it.

DIFFERENT



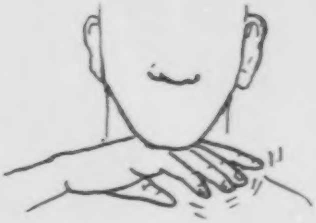
Palms forward, cross index fingers. Pull abruptly apart.

CLEAN OR NICE



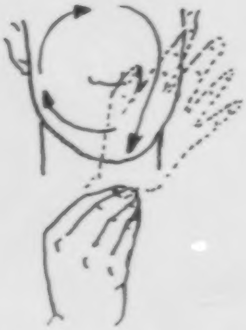
Slide right hand, palm down, across palm of left hand.

DIRTY



Place right hand, facing down, under chin. Wiggle fingers.

PRETTY



Move open hand in a circle in front of face, then down, with fingers together.

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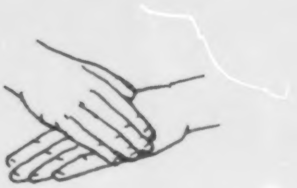
COMMUNICATION

MORE SIGNS

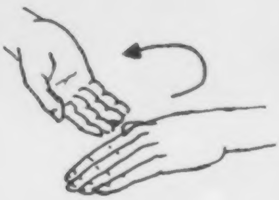
You say it and SIGN it.	You say it. Help your child SIGN it.

ON



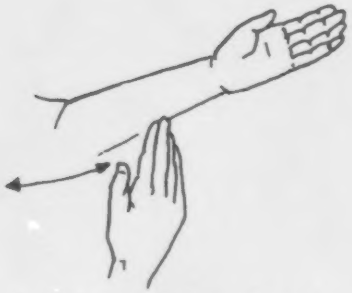
Right hand moves across and rests on top of the back of the left hand.

OFF



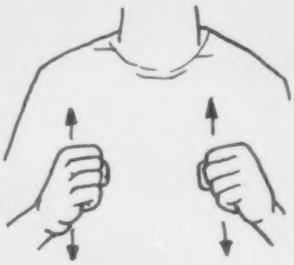
The right hand turns over from the "On" position; moving to the right. (Reverse the "On" motion.)

MUSIC



The right hand brushes up and down the inside of the left extended arm.

RUN



Both arms, elbow bent, fists forward, rotate as if one is running.

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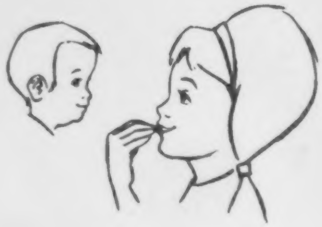
COMMUNICATION

LEARNING STEP NINE



IF

You and your child have played the listening games in LEARNING STEP EIGHT - COMMUNICATION (that is, if you have helped him listen and try to respond to the sound of a drum or bell) -

AND IF

You have helped him pair (match) identical objects and colors -

YOUR GOAL

At this time is to help him understand the concept of "FAST" and "SLOW," "LOUD" and "SOFT."

To help him notice the sound of someone speaking close to him.

Also, to encourage him to "match" or associate words, signs, and objects.

YOU NEED

A tape recorder, a record player, or any musical instrument

Taped or recorded fast and slow music (or the ability to play a musical instrument)

A drum, a cowbell
A little flag
Jingle bells
A stick to tap
A tiny toy car
Also - three balls, three 5"x8" cards, a box or can

WHAT TO DO

If you use a tape recorder, record thirty seconds (more or less) of fast music, then slow music. Use two or three segments of each alternately.

If you use a record player, try to locate a long playing record that has both fast and slow music on it. (Some of the records listed in the Children's Music Center Early Childhood catalog, in particular #C196 "Rhythm Instruments," include contrasting loud and soft, slow and fast music.)

If you use a musical instrument, be prepared to play a very fast tune, and, later, a slow decisive one. If you have no record player, tape recorder, or musical instrument, use a tapping stick or jingle bells, tapped or shaken rapidly, then slowly, in the following game.

LISTEN

Tell your child to listen, and use the familiar "LISTEN" sign.

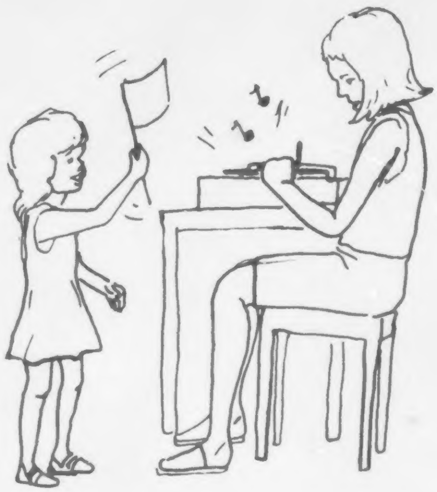
Start the fast music. Catch his attention and say, as well as sign, "IT'S FAST!"

Help him wave a flag or tap the stick rapidly, in time to the music.

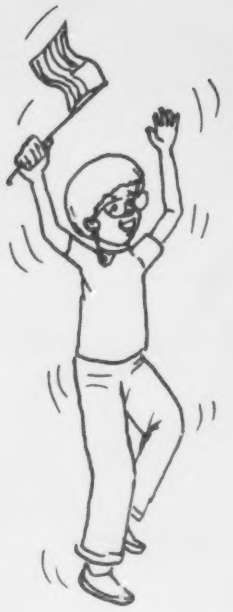
Use only FAST music for several days.

After several days practice (in short sessions) on "FAST," forget about that for a week or two.

Introduce "SLOW." Use slow music, keeping time to it with slow motions or movements. Say the word and make the sign for "SLOW" when appropriate.



FAST



CONTRAST

After your child can keep time, with your help, to fast music or slow music when either is presented by itself, introduce the idea of contrast.

Play FAST music, then SLOW music for periods of about half a minute each, and emphasize the difference.

"FAST!" - wave the flag rapidly.

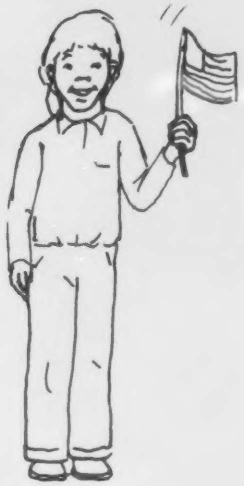
"SLOW!" - move it slowly and deliberately.

Naturally, you can carry the words and concept into daily life.

Tell your child, if he runs - "You ran FAST!"

Or if you want him to move slowly - "SLOW!"

SLOW



Variations

Vary the activity by having your child race the little car (with your hand on his) across the table. Say "FAST!"

Have him walk or run fast, in time to the music. Then tell him he ran FAST.

Help him clap at a fast rate, or shake the jingle bells quickly. Be sure to associate the word and sign FAST with the fast music and his fast action.

DEVELOP THE CONCEPTS OF FAST AND SLOW.
ENCOURAGE THE LANGUAGE.

LOUD AND SOFT

Follow much the same idea as with FAST and SLOW.

Concentrate first on LOUD, then on SOFT.

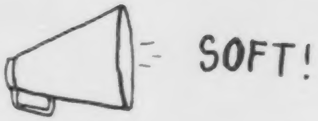
Finally, contrast the two.

LOUD

Tell your child to listen - and make the sign. Turn on the record player, and turn up the volume on the record player until the music seems very loud.

Say "IT'S LOUD!" - and using the "L" sign, pull your hand abruptly away from your ear. Show your child a big cutout letter "L." Help him trace it with his finger and have him place a block or button on it.

Other LOUD sounds:



Ring a cowbell vigorously.
Strike the bass notes on a piano hard.
Turn the TV up and say "IT'S LOUD!"
Hit a bass drum.

SOFT

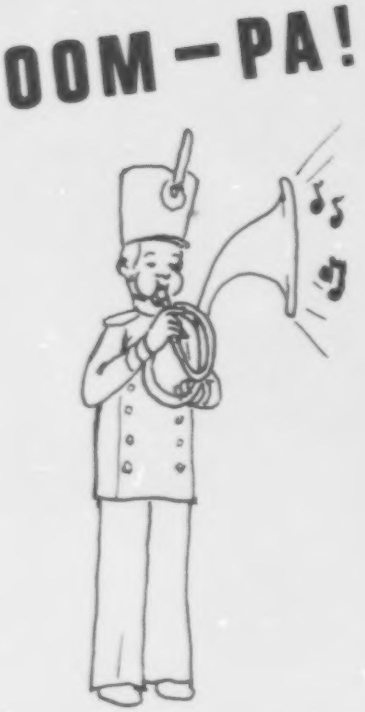
After several exposures to LOUD sounds in connection with the word and sign "LOUD," introduce soft music and the word and sign for "SOFT."

Say "Listen!" (and sign it).

Then on the record player, at low volume - "SHH - IT'S SOFT!" (and sign "SOFT").

Show your child a smaller cutout letter "S." Help him trace its curves with his finger, then help him put a small block or button on the letter.

LOUD

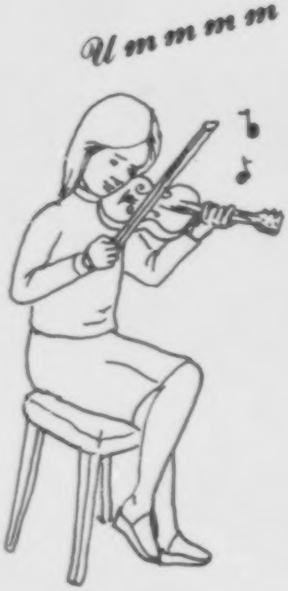


CONTRAST

Alternate LOUD and SOFT music, turning the volume up or down. Use the correct descriptive word and sign, and help your child see, feel, and touch (trace with his finger) the cutout "L" or "S." Help him move the block or button to the "L" for loud or "S" for soft.

He will need much exposure to LOUD and SOFT, as well as to FAST and SLOW, before he can, by himself, discriminate these differences. This activity can go on and on, for a long time. Your child will continue to learn and can enjoy learning, even when he cannot yet make an independent judgment on sound. Gradually, over a period of many weeks or months, you will be helping your child learn to listen attentively, and to begin to be aware of whether tempo is fast or slow, and whether a sound is loud or soft. The language, too, is being absorbed and very slowly acquired as part of this continuing learning process.

SOFT



VOICE

Of course, the most important sound your child can learn to be aware of is the voice of someone who is speaking to him.

The voice is used to communicate by words, to be sure. But it is also used to get attention, and as a warning or monitory device.

If your child can learn to pay attention when you call his name, to stop when you shout "STOP!" and to slow down or hurry up when you say "FAST!" or "SLOW," he will be benefited greatly.

So - speak close to him when he's looking -

To get his attention	To say "HI"
To warn him	To say "GOODBYE"
To stop him	To encourage him

Most of the time he should have his aid on. If not, occasionally speak close to his ear. (A voice close to a listener's ear seems hundreds or thousands of times louder than the same voice from across the room.) Also, use touch (the Tadoma method, as described and illustrated on pages 3 and 4 of D-B.VI). Help him become aware of a feminine voice, and of a masculine voice. A man's voice is usually deeper and has more carrying power than a woman's.

Help your child learn to listen now - and always.

MATCHING WORDS AND SIGNS TO OBJECTS

This is another step in matching. It is an important step to help your child associate language - both words and signs - with what they represent. Even though you use the words and signs repeatedly in daily life, these learning games will provide extra practice.

BALL

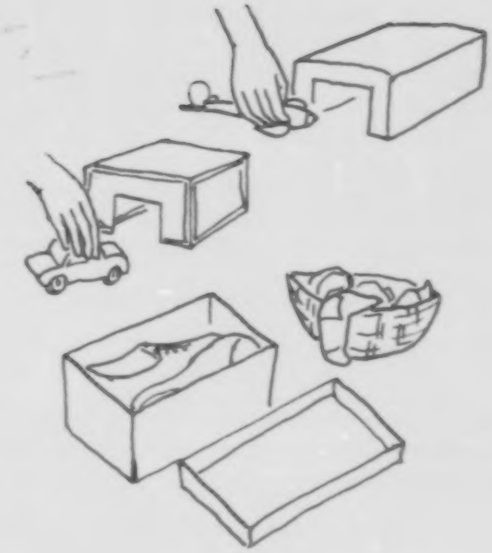
(The sign is illustrated in Lesson One.)

Print the word "ball" on a card or piece of paper about 5"x8". (See the manuscript alphabet in Lesson Four; use small letters.) Say "BALL," make the sign, and show your child the ball. Show him the card, and repeat "BALL," then help him trace the letters b-a-l-l with his finger. Place the card flat on the table and help your child roll the ball. You name it again, sign "BALL," and then place it on the card.

Do the same with another ball. Repeat the words and signs as you help your child remove the ball from its place on the card. Have him wait for you to mention the ball; then let him pick it up and drop it into a box or can. When the two (or three) balls are in the container, the game is over. When you communicate with your child, make an effort to use a phrase or sentence, with the key word at the end. Examples: "HERE'S A BALL." "FIND THE BALL." "ROLL THE BALL."

OTHER OBJECTS, OTHER WORDS

Use tiny airplanes or cars, shoes or socks, or any familiar objects, in the same way:



Match the spoken word, the sign, the printed word, and the object. Have your child place the object on the word card. Repeat the word and sign, then help him do something with the objects -

Roll the car into a garage.

"Fly" the airplane into a hangar.

Fold the socks and put them in a basket.

Put the shoes into a shoe box.

Use words and objects in a game after they have been frequently used in everyday life. Speak in short, direct sentences.

This activity can be used with every kind of article, object, or toy as new things become part of your child's life and environment.

Do not wait until he can discriminate between loud and soft, slow or fast music or other sounds. Go on to the next LEARNING STEP on Communication after four to six weeks practice on this STEP, and on matching words and signs to objects. But - continue to use these games for a long time.

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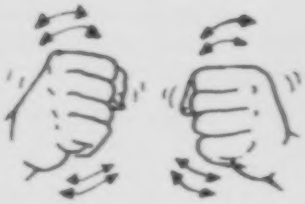
COMMUNICATION

MORE SIGNS

You say it and SIGN it.

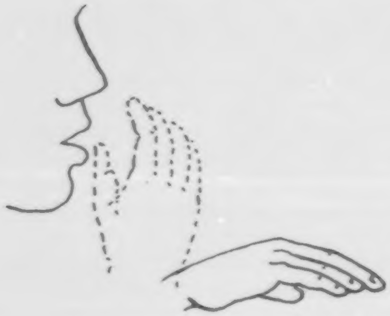
You say it. Help your child SIGN it.

COLD



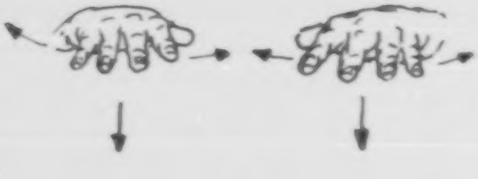
Shake fists, knuckles facing each other, as if shivering.

HOT



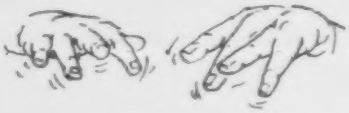
"DRINK" sign, then flip hand away from mouth as if tasting something hot.

RAIN



Extend open hands, palms down, and lower them, wiggling fingers alternately, like rain coming down.

SNOW



Extend open hands, palms down, and lower them gently with slowly fluttering fingers, like snowflakes drifting down.

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REMOVE THIS PAGE

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can often see the
signs on the other
side.

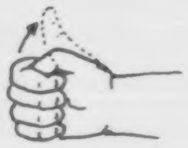
COMMUNICATION

MORE SIGNS

You say it and SIGN it.

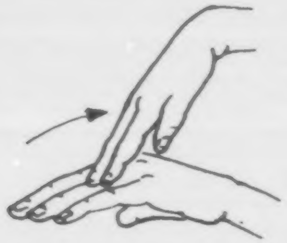
You say it. Help your child SIGN it.

FAST



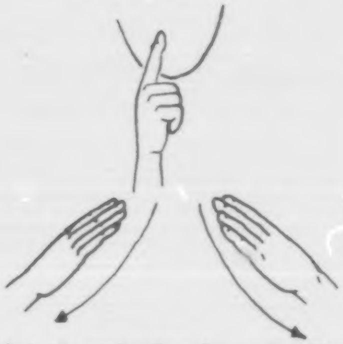
Snap the right thumb out of the curved index finger (like flipping a marble).

SLOW



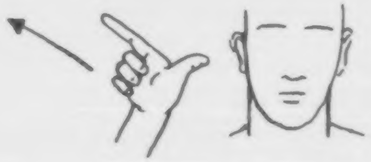
With the right hand, stroke up the back of the left hand, slowly.

SOFT



Right hand facing left with the index finger touching lips, both hands move down and to the outside with palms facing down.

LOUD



Right hand in "L" sign, touch right ear with thumb, move hand quickly out from ear.

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Put it up where you
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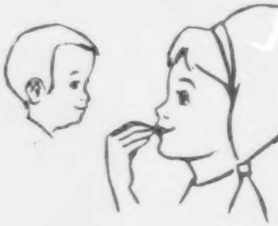
signs on the other
side.

JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

COMMUNICATION



LEARNING STEP TEN

IF

You have studied the previous LEARNING STEPS you are, by now, aware of the importance of communicating with your child -

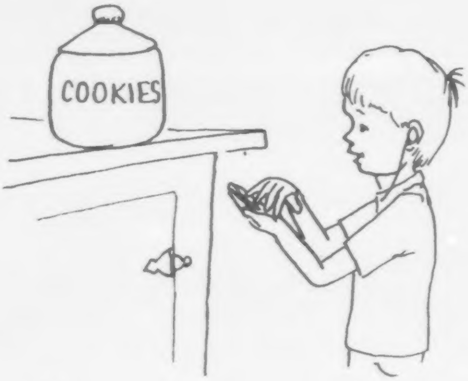
IF

You have consistently talked and used signs in connection with routine events and familiar objects -

AND IF

You have also encouraged your child and helped him learn to imitate signs -

YOUR GOAL NOW



To present a good model of language, using complete (but brief) sentences or phrases at all times.

To continue to help him learn to look and listen.

Also, to begin to expect your child to express himself in words or signs (or both) so far as he is able.

YOU NEED

The desire to communicate with your child.
Knowledge of signs and the effort to learn more.
Patience enough to pay close attention when your child tries to express himself.

LEARN ABOUT LANGUAGE

In our lessons we have continually stressed the use of direct speech and simple, basic signs in communicating with your child. You may hear about other systems or methods of communication once he is in school. We will not offer instruction above or beyond the use of clear, complete spoken language and basic signs. However, we would like to describe briefly some other methods or variations of methods.

ORAL COMMUNICATION

Oral communication, used at John Tracy Clinic in all of our work with preschool deaf children, involves speaking, lipreading, listening.

MANUAL COMMUNICATION

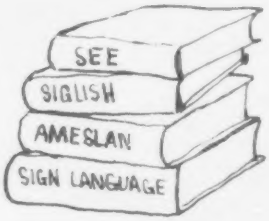
Manual communication includes both fingerspelling (see the manual alphabet in an earlier lesson) and sign language.

ORAL/MANUAL COMMUNICATION

Various combinations of oral and manual communication are in use. These are variously termed: "Combined," "Simultaneous," "Rochester," or "Total Communication" methods. We have combined the use of simple, direct spoken words and simple, basic signs in our work with preschool deaf-blind children in this correspondence program and in our demonstration class.

Some subsystems of sign language are:

"AMESLAN" stands for basic or simplified American Sign Language, with little special attention to syntax or word endings.



"SEE" (Seeing Essential English) stresses the use of correct word endings. For further information, see the book Signing Exact English, by Gerilee Gustafson (et.al.), which can be ordered from the National Association for the Deaf, 814 Thayer, Silver Spring, Maryland 20910.

"SIGLISH" (signed English), another subcategory of sign language, stresses correct word order.

If any of these systems is used in your child's classroom, ask his teacher about it. Our emphasis in this entire program is on building a foundation for communication. Further language development will depend on methods used in the classroom and at home.

WHAT TO DO

Continue to develop your child's language: review again and again the activities in previous lessons and LEARNING STEPS. At this time, having become accustomed to the use of signs and acquired the habit of speaking directly to your child, you should begin to make every effort to use complete, though concise, sentences or phrases.

YOUR EXPRESSIVE LANGUAGE

Ordinarily you should say and sign sentences or phrases such as:

"Time to eat!"
"Give it to me!"
"Here's the ball."
"Take one."
"Here's another cookie."
"Have some more."

However, single words may often express a complete thought. In that case, say the single word, and make just one sign. Examples:

"Oh!"
"Johnny!"
"Wait!"
"Eat!"
"More?"
"No!"

Sometimes two words and two accompanying signs are sufficient:

"No more!"
"It's mine."
"Take one."
"Want one?"
"Come here."
"Sit down."

USE GOOD LANGUAGE

In any case, use the best language you can, but make it direct and to the point. Your consistent use of correct language forms, whether in words or signs, will give your child a model or pattern for his own use of language.

AVOID SHORTCUTS

As we have said, you should make every effort to express a complete thought, in both words and signs. Avoid baby talk, or "shortcuts." Like most children, your child's own use of language will probably begin with an attempt to use a single word or sign. He may sign - or say - "Cookie" when he wants one, or "Up" when he wants to be picked up. If he is to advance to two words or two signs used together, or to more complex phrases, you must present this good example we've talked about. Use complete phrases or sentences, and use signs in correct order.

LISTENING AND RESPONDING

In games described in previous lessons, you have helped your child listen and respond to the beat of a drum or the ring of a bell.

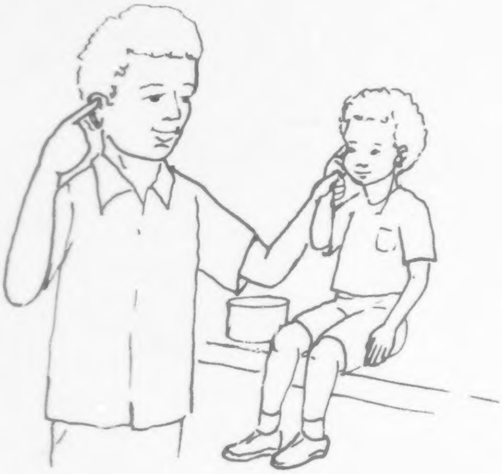
In this activity you use sight and sound together in helping your child notice you say "HELLO." As you repeat this game (try it three or four times at a sitting), add "touch" about half the time. Place your child's hand lightly on your cheek; wait for a look, then speak.

In this version of the same game, you will help him listen for the sound of your voice, and respond to it. You are actually teaching your child to do two things: to listen attentively, and to perform an action in response when he hears your voice.

SAY "HELLO"

At first, use the word "HELLO!" It has a strong vowel, and when said with enthusiasm, in a moderate voice, it has good carrying power.

Sit facing your child, with a container between you. Tell him to listen: say it and sign it. Help him hold a marble near his ear in a listening attitude. Wait for him to look at you. Say "HELLO!" Immediately help him drop the marble in the container.

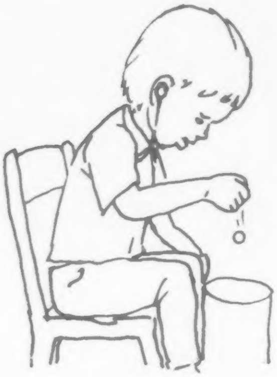


SIGHT, SOUND, AND TOUCH

Notice that you used sight and sound together in helping your child notice you say "HELLO." As you repeat this game (try it three or four times at a sitting), add "touch" about half the time. Place your child's hand lightly on your cheek; wait for a look, then speak.

KEEP IT LIVELY

Make this activity fun, make it lively, and keep it short! Each day you may use something different for the response game. Have your child put rings on a peg, stickers on paper, buttons in a box, toothpicks in a piece of styrofoam. You must use your imagination to keep the game interesting.



LET HIM RESPOND

As soon as your child seems to have the idea of dropping the marble in the can (or performing some other action) when he sees and hears you speak, let him do it by himself. Then, when he consistently responds, conceal your lips. Hold a piece of paper in front of your mouth. Speak. Say "HELLO!" He may respond to just the sound of your voice. If not, quickly lower the paper, and repeat "HELLO."

REPEAT, REVIEW

As we've said, this auditory training lesson should be short. Up to five tries at a session may be enough. But - repeat the game, almost every day.

It should be pointed out that you will get a response to sound much more quickly if your child's hearing loss is mild or moderate than if it is very severe or profound. Indeed, auditory training will go very slowly: it will take long and continuous training to get results if your child is profoundly deaf. But any awareness of sound will put him in better touch with his surroundings, and is worth the time and trouble.

WHAT'S HIS NAME?

An important word to which every child should learn to respond is his own name. After a few weeks practice on "HELLO," begin to substitute your child's name. Go through the same steps.

Johnnie
Kim
Michelle
Bobby
Linda
Brian
Richard

Say and sign "LISTEN!"

Help him hold a marble (or other small object) near his ear.

Wait for a look.

Say "your child's name."

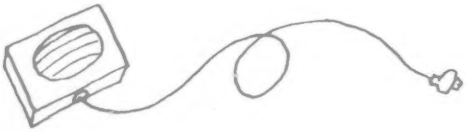
Help him put the marble or button on a card on which you've printed his name.

Use "touch" part of the time.

After he has learned the game, conceal your lips. Help him respond to the sound of your voice when he can't see your lips move. (Go back to letting him look if he doesn't respond.)

Kevin
Debbie
Michael
Gail
Jennifer
Paul
Mary
David

Other auditory training games are described in our auditory training book, "Play It By Ear."



FURTHER SENSE TRAINING

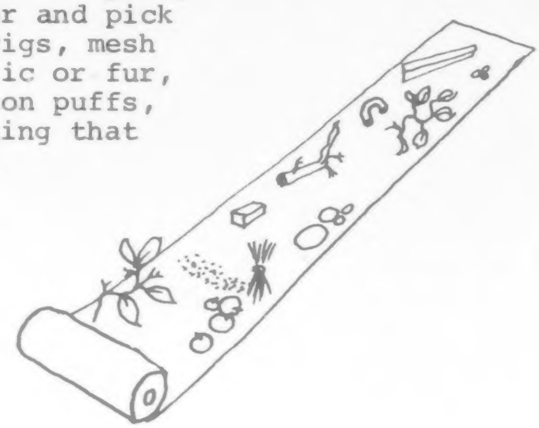
A TEXTURE BOOK

Make a "Texture Book" of construction paper, with swatches of various fabrics on each page, or bits of assorted things of many textures glued to the pages. You can use a scrapbook or any composition book for this. The fabric or miscellaneous materials can be cut or glued in various shapes or patterns to add interest. Other ideas for a "Texture Book" are in COMMUNICATION LEARNING STEP THREE on page 5.

Leaf through the book with your child, encouraging him to feel the pages. Use appropriate language.

A TEXTURE TRAIL

Have a scavenger hunt, looking for an assortment of odds and ends of various textures in your house or yard, at the beach, in a park, or along a path. You may discover and pick up pebbles, seashells, leaves, twigs, mesh or netting, buttons, bits of fabric or fur, some grains of sand or rice, cotton puffs, possibly a feather or two - anything that can be glued to a smooth surface.



Unroll a long length of brown wrapping paper and glue the odds and ends you and your child have gathered. Lay the long piece of paper on the floor, and lead your child along this trail, exploring its various textures. At the end of the trail, you might have as a goal or reward, some special toy or treat.

Use language (words, signs) related to the actions and textures: "Touch it!" "It's smooth!" "Feel the sand," "It's rough (or scratchy). When the exploration of the "Texture Trail" is over, it's a simple matter to roll up and put it away until another day.

SUMMARY

All of these activities, and others like them, can play a part in developing your child's ability to communicate.

In the next lesson, we will review this Program with you, and in the final lesson, we will take a look ahead, talking about future plans and introducing "Reading Readiness" - one other step in COMMUNICATION.

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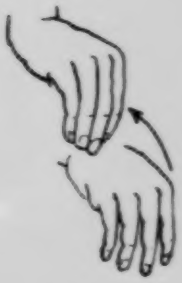
COMMUNICATION

FREQUENTLY USED PHRASES

You say it and SIGN it.

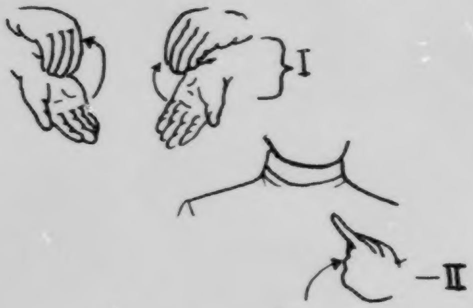
You say it. Help your child SIGN it.

PICK (IT) UP



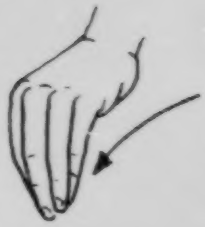
Reach toward something with outstretched fingers, then close fist as hand is drawn back.

GIVE ME



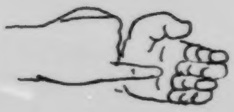
Outstretched hands, palms up. Turn over and draw toward self. Point at self with index finger. (Reverse for "Give" to someone else.)

PUT



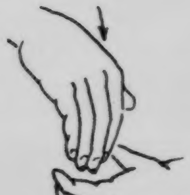
Fingertips bunched together, arch right hand forward.

IT



Tap palm of left hand with little finger of "I" right hand.

IN



Bunched fingertips and thumb dipped into opening of left "C" hand.

Detach This Page and Post it Where You Can See it Often

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Put it up where you
can often see the
signs on the other
side.

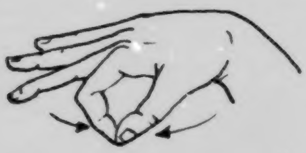
COMMUNICATION

FREQUENTLY USED PHRASES

You say it and SIGN it.

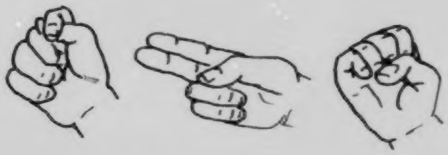
You say. Help your child SIGN it.

FIND



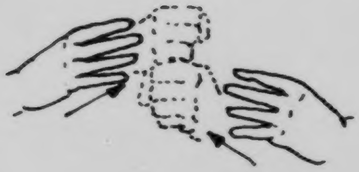
Open right hand, palm down is raised as index finger and thumb tips are drawn together.

THE



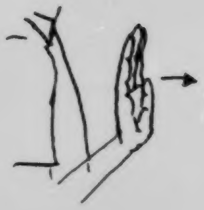
Fingerspell* "T," "H," "E."

GET



Open hands, make fists, right on top of left.

YOUR



Move open palm away from self.

---

*See Manual Alphabet in COMMUNICATION LEARNING STEP THREE.

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can often see the
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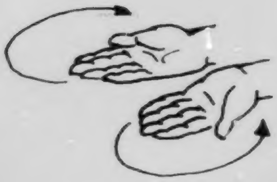
COMMUNICATION

SOME QUESTIONS

You say it and SIGN it.

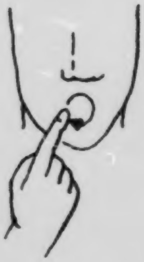
You say it. Help your child SIGN it.

WHERE



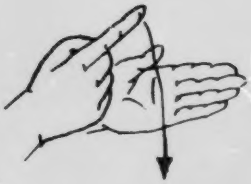
Both open hands, palms up, circle away from each other. (Or wave index finger back and forth.)

WHO



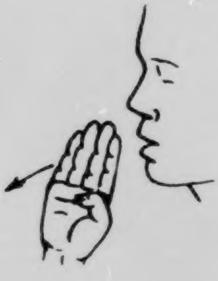
Circle index fingertip to the left around pursed lips.

WHAT



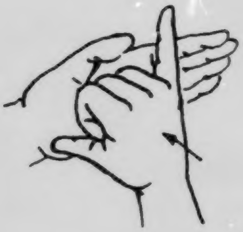
Move tip of index finger across left palm.

IS



Right index fingertip at lips, is drawn away.

THAT



"Y" hand placed on left palm.

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Comm.X.14

REMOVE THIS PAGE

Put it up where you
can often see the
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side.

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FOR
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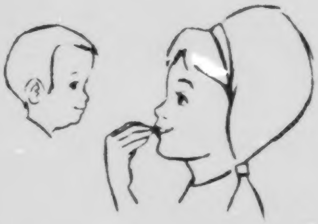
COMMUNICATION



LEARNING STEP ELEVEN

Parents tell us that lack of communication with their deaf-blind children may be the greatest of the problems they must face. We have, therefore, devoted much of our attention in this Learning Program to beginning communication, and to laying a foundation for future communication skills. We are confident that you and your child communicate more easily now than you did, whether through clues in a situation, through "body language" - natural movements or gestures - or through words and signs.

At this time, we want to urge you again to talk to your child when he's looking, to speak correctly in short, direct phrases, and to show him what you've talked about.

SPEAK AND SIGN

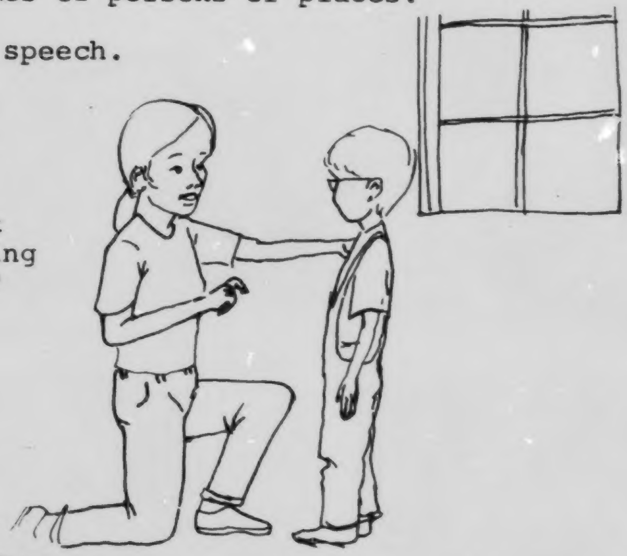
Your voice may be difficult for your child to hear (even with his hearing aid on) and your lip movements, even under the most favorable conditions, difficult for him to see. Because of this we have suggested that you learn signs and fingerspelling. The basic signs can be used from the beginning; fingerspelling, except for initials used as signs, has just been introduced. Soon you may use it for short words or connecting words; later, as your child progresses, you may spell out names of persons or places.

Listen to (and look at) your own speech.

Do you speak clearly, with words said naturally, with no exaggerated lip movements?

Do you remember to have the light on your face and hands, not shining in his eyes when you talk to him?

Do you get to his eye level?



Have you talked to yourself in front of a mirror to observe your own reflected lip movements?

Do you talk naturally? Don't try to change your speech completely. Speak in a comfortable way. Use good grammar and short, complete phrases or sentences.

PRACTICE MAKES PERFECT

As for signs, how many have you learned? How many do you use in conversing with your child?

We will illustrate several new signs in Lesson Twelve, but in this lesson we ask that you review and practice signs illustrated in the first ten lessons.

Please review these in order. If you know the sign to go with the word, practice it a few times. Put a "C" (for correct) beside each word on this list that you know. If there are any you do not know, mark them with an "X." Then go back to the LEARNING STEP and look at the illustration and practice making and using the sign.

COMMUNICATION SIGNS

A REVIEW OF SIGNS
ILLUSTRATED IN PREVIOUS
LEARNING STEPS

INTRODUCTION

Eat (or food)
Milk
Toilet
Finished
Sleep
Up
Down
Come

COMMUNICATION LEARNING STEP ONE

On*
Off*
Shoe
Sock
Roll over
Sit down
Ball
Stand up

*In relation to clothing.

COMMUNICATION LEARNING STEP TWO

Bath
Water
Drink
Cookie
Wash hands
Comb hair
Soap
Brush teeth
Hearing aid
Glasses
Parts of body
Clothing

COMMUNICATION LEARNING STEP THREE

Good
No
Yes
Listen (or hear)
Wait
More
Stop
Push
Cup
Dish
Spoon
Fork

COMMUNICATION LEARNING STEP FOUR

Chair
Bed
Door
Your child's name
Boat
Table
Mother (or Mommy)
Father (or Daddy)

COMMUNICATION LEARNING STEP FIVE

Happy
Laugh
Play
Kiss
I love you
Name
Thank you

COMMUNICATION LEARNING STEP SIX

Go
For
A walk
Car
Bye-bye
Home

I
Want
Mine
Help me ___.
Time to ___.

also

Has
New

Bunny
Touched

COMMUNICATION LEARNING STEP SEVEN

Some
Please
Same
Broken

Paint
Roll
Big (large)
Little (small)

Red
Yellow
Purple

Green
Brown
White

Orange
Blue
Black

COMMUNICATION LEARNING STEP EIGHT

Different
Clean (or nice)
Dirty
Pretty

On
Off
Music
Run

COMMUNICATION LEARNING STEP NINE

Cold
Hot
Rain
Snow

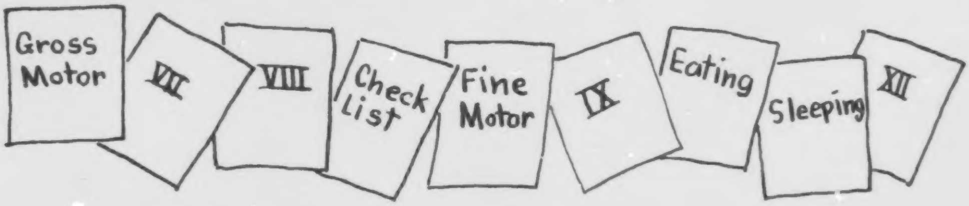
Fast
Slow
Soft (quiet)
Loud

COMMUNICATION LEARNING STEP TEN

Pick (it) up.
Give me ___.
Put it in.
Find

The
Get
Your
Where

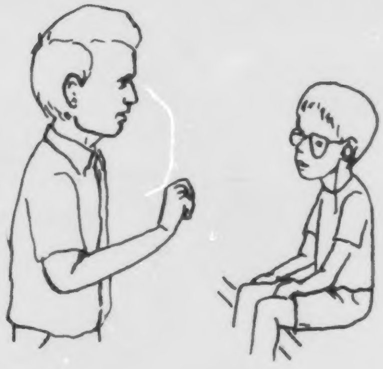
Who
What
Is
That


Gross Motor
VII
VIII
Check List
Fine Motor
IX
Eating
Sleeping
XII

A QUICK LOOK BACK

RECEPTIVE LANGUAGE

You talk - your child looks and listens.
You sign - your child looks.



EXPRESSIVE LANGUAGE

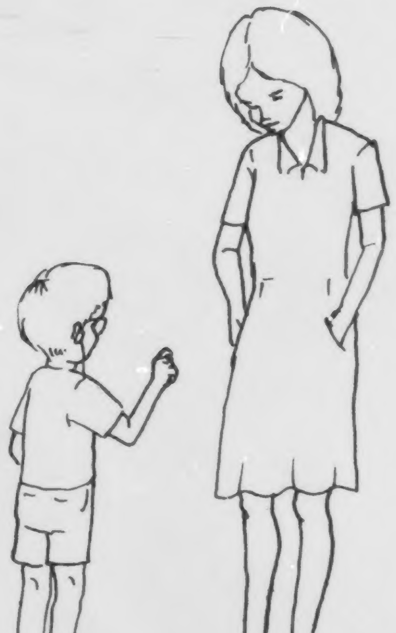
Your child tries to talk. You watch and listen attentively.

He tries to sign. You watch him with full attention.

Offer help if he needs it.

Then respond.

Your quick response will encourage him to try again.



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JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

COMMUNICATION

LEARNING STEP TWELVE

IF

You have read the preceding LEARNING STEPS - COMMUNICATION, and absorbed much of the information in them -

THEN

You are by now aware of the ways you and your child can communicate, through:

"Body language"

Natural gestures

Spoken words

Signs

Fingerspelling

Printed words

Whatever stage of communication is mainly used now, you will work in the months and years ahead to develop better communication through better language.

YOUR GOAL NOW

Is to gain more knowledge so you can continue to build your child's ability to communicate as he gets older. It is important for you to recognize your child's feelings to enable him to express his emotions, his needs, and his wants. At the end of this section we illustrate signs that can be used to express feelings.

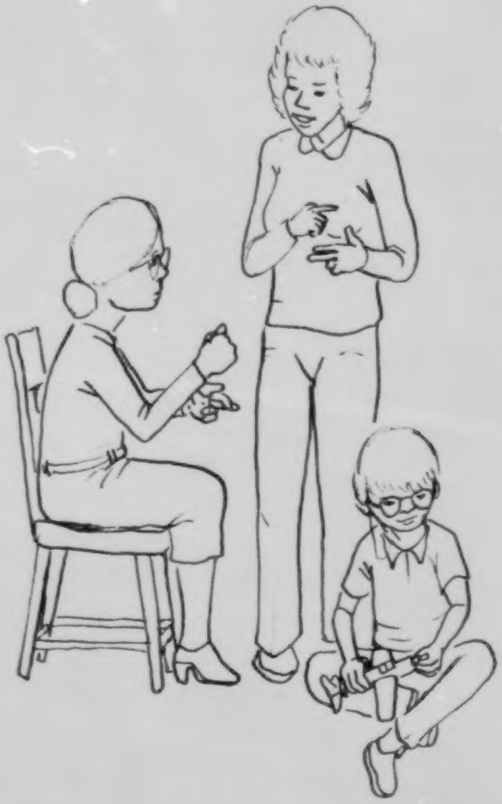
WHAT TO DO

In the months ahead, and for long years in the future, go on talking to your child. Speak clearly, directly, simply, even colorfully. Use short but complete phrases or sentences and reasonably good grammar.

Use signs, in correct word order. Do not shortcut or use mixed phrases. Say the words and make the signs to go with them. Emphasize the key word - and use it at the end of a short phrase when possible. This puts the focus on the main idea.

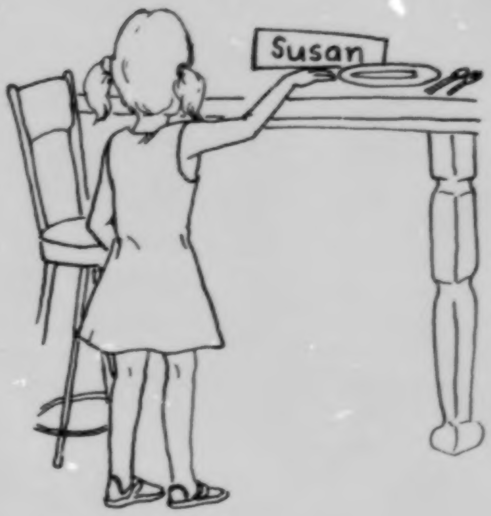
MAKE A GAME OF IT

Encourage every family member, close friends and neighbors, grandma and grandpa, aunts and uncles to speak to your child as you do, and help them learn and use at least the most common signs. You will be surprised how quickly people, who are eager to learn new things, will pick up sign language. And you'll be more surprised how ability to communicate will establish friendly rapport with a deaf-blind youngster. He'll feel accepted, and be a much more lovable child if he feels people care.



Have copies of our illustrated signs made for people outside your immediate household. Then make a game of learning this "secret code." You'll find that others will not only have warmer feelings for your child, but toward you, too, if you help them understand his needs to communicate. They will feel you've given them something constructive and worthwhile to do!

LOOKING AHEAD



Possibly you have been using name cards for your deaf-blind child, and for other family members. If your child always sees the same letters of the alphabet on a card in his color (orange? yellow?) in connection with his place at the table or his belongings, he may soon associate that D-a-v-e or K-a-r-e-n with himself (or herself)! After he recognizes his name color-card, introduce his name printed in black and white. Drop the color cue.

Fingerspelling your child's name, as he traces the letters, or as you voice each letter, is an excellent introduction to spelling and to word recognition. Do this with other words printed as labels or captions, also. Recognizing and associating printed and fingerspelled words will be a step along the way to reading.

LABELS ON THINGS IN THE ENVIRONMENT

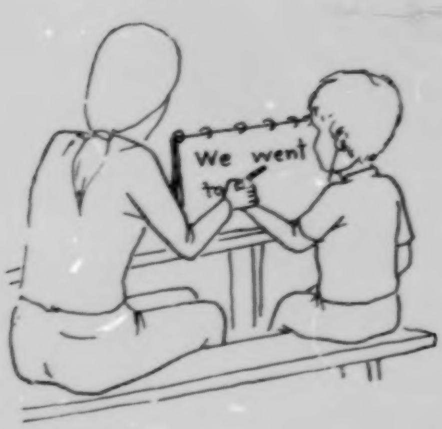
Have you labeled household furnishings?

chair
table
desk
sofa
stool
bed

Or clothing?

shirt
pants
shoe
coat
socks
boots

HAPPENINGS



Have you provided experiences - outings and diversions - that are fun? Have you built little stories around these special events or happenings? Do you remember the Picture Stories or Experience Charts we described in an earlier lesson? Look back to LEARNING STEP SIX - COMMUNICATION. If you have never created a story out of or about a Sunday afternoon picnic or a walk to the mailbox, do it now.

Use touch, and taste, and smell, as well as sight and sound to re-create something that has taken place. A crinkly leaf to feel, a flower to smell, some sand from a path glued to paper, a few printed and spoken words, made clearer with signs, can tell quite a story!

GAMES, TOO

Many games encourage a child to match, to associate, to sort, and to recognize shapes. Tracing sandpaper letters helps a child remember how they are formed: he can remember what he sees, what he feels with his fingertips, and how his fingers and hands moved to trace the letter.

ALL THIS ADDS UP

All this development of concepts, training of the senses, recognition of verbal language, practice in right to left eye movement, and association can lead to one positive result. It can lead to reading readiness.

GETTING READY TO READ

We will not urge you to teach your child to read unless he's ready. He's had more important things to do, and so have you. But all you've been doing in putting down this foundation for communication has an added effect: it will prepare your child to learn to read.

HIS TEACHERS WILL TAKE OVER

His teachers will assume the greater part of the job of teaching him to read big print - or braille, if it is necessary, as it is for some children. But all you do now in expanding his ability to understand and use language, based on real knowledge of what each word means, is the greatest preparation in the world.

And so - it's time to leave this series in your good hands, to review, to study, and to use as long as it is needed.

Again we urge you to join with other parents in a communication class, to learn how to sign - and how to build language.

GOOD LUCK!

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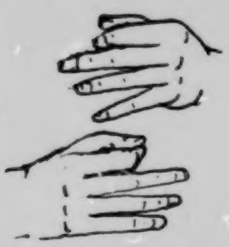
COMMUNICATION

MORE SIGNS

You say it and SIGN it.

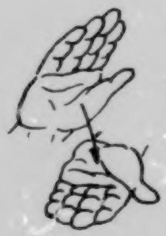
You say it. Help your child SIGN it.

FIX (IT)



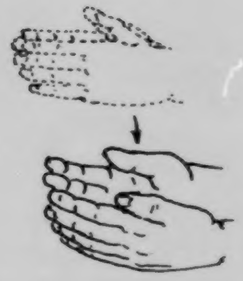
Two "F" hands, with opening of right hand on top of opening of left hand. Move hands in opposite twisting motions.

SCHOOL



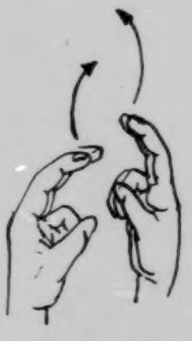
Clap hands twice, across each other.

BOOK



Hands, palm to palm, open from top as if a book is opening.

CLIMB



"V" hands, facing each other, curve index and middle fingers; raise both hands up several times alternately.

Detach This Page and Post it Where You Can See it Often.

REMOVE THIS PAGE

Put it up where you
can often see the
signs on the other
side.

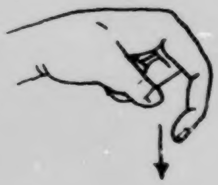
COMMUNICATION

MORE SIGNS

You say it and SIGN it.

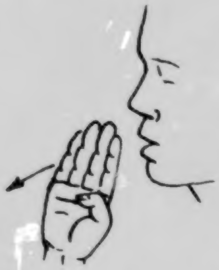
You say it. Help your child SIGN it.

NEED



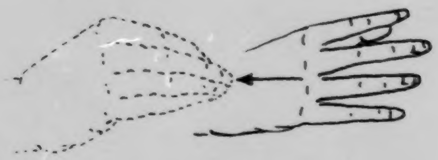
Crook index finger of right hand. Pointing down, move it down quickly.

AM



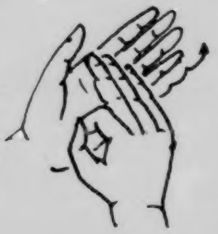
Tip of index finger at lips, draw forward. ("Is" and "are," the same.)

AND



Bunch fingertips as open right hand is drawn toward right.

WRITE



Make writing motions on open palm of left hand with tips of thumb and index finger of "F" right hand.

Detach This Page and Post it Where You Can See it Often.

REMOVE THIS PAGE

Put it up where you
can often see the
signs on the other
side.

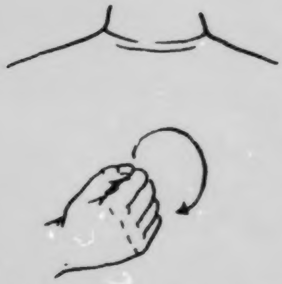
COMMUNICATION

MORE SIGNS

You say it and SIGN it.

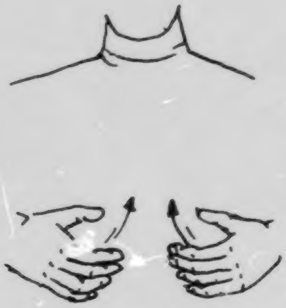
You say it. Help your child SIGN it.

SORRY



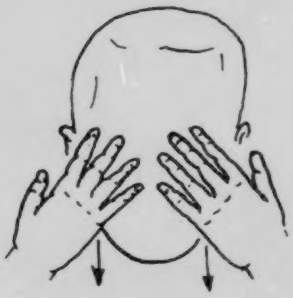
The "A" hand moves in a circular motion on the chest, clockwise.

ANGRY



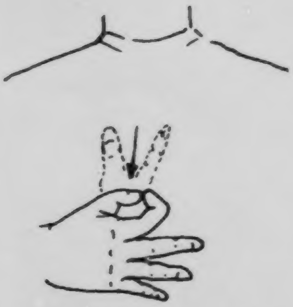
Both hands with curved fingers, are drawn up from waist.

SAD



Both open hands with fingers pointed up are drawn down the face a little as head is slightly bent.

LIKE



The index finger and thumb touching chest are drawn together as they move outward.

Detach This Page and Post it Where You Can See it Often

REMOVE THIS PAGE

Put it up where you
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signs on the other
side.

JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

GROSS MOTOR DEVELOPMENT

LEARNING STEP ONE

IF

Your child is not yet sitting, is not crawling, and is past early infancy -

YOUR GOAL NOW

Teach him to lift his head and chest off the floor, with his weight on his elbows. Have him learn to sit with support.

Teach him to crawl forward, a little at a time. Our terms: a child crawls on his stomach chiefly by dragging himself forward with his arms. A child creeps, stomach off the floor, on his hands and knees.

GET READY

Think about your own attitude. Be persistent and consistent. Practice the signs "Up," "Down," "Roll Over," "Sit Up." (See enclosed chart and the chart sent with your Introduction.)

YOU NEED

A safe floor area, one that is carpeted or covered with a large square of carpeting.

A few toys, such as a ball, a plastic ring, a teddy bear.

A feeding table or chair into which your child can be strapped.

Pillow to prop him up.

WHAT TO DO

Dressing or Undressing

As you take off your child's clothing, or put it on, say and sign the appropriate words "UP," "DOWN," "SIT UP!" as you help him lift his arms or legs. Make this a time when your child moves his body for exercise and stimulation.

GROSS MOTOR DEVELOPMENT

Bath Time

Use the same body movements, signs, and words as when you dress or undress your child. In the tub of lukewarm water, movement is fun and easy.

Change His Location

During the day, see that your child is out of his crib except when he should be taking a nap. Get him into other parts of the house, near you as you go on with your usual daily routines. Have him in a playpen or on a safe place on a carpeted or padded floor, where you are close by.

Change His Position

If your son or daughter does not turn over or move about, you must see that he does. From time to time during the day, turn him from back to stomach. Prop him with pillows in a sitting position. Sit him in a highchair or feeding table at mealtime. When you move your child, always say and sign the words to go with the action (as "UP!" "DOWN," "SIT UP," etc.).

Offer Stimulation

Hang shiny mobiles or a cradle gym from his playpen railing. Play the record player or TV part of the time. Talk to him as you sit or work close to him. Smile, touch him. Move him.

PLAYTIME

Allow five to ten minutes two or three times a day for lively physical exercise, following some of these ideas:

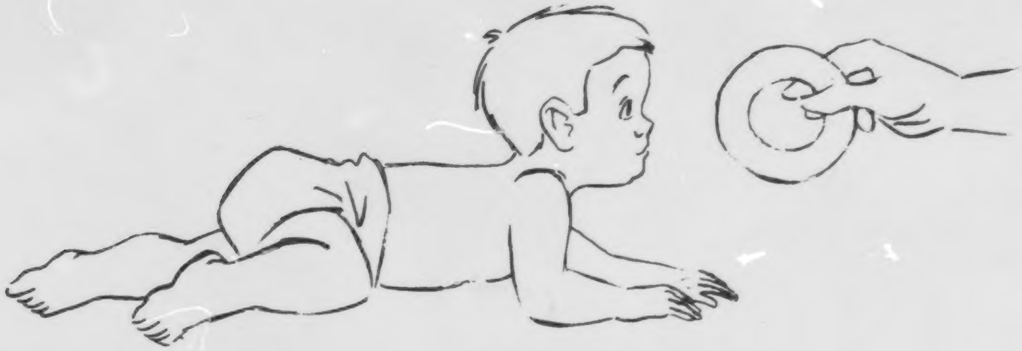
To the rhythm of lively music, with your child lying on his back, lift his legs alternately in a rhythmic way, signing and saying, "UP" and "DOWN."

Roll him from back to front, and - gently - head over heels. Say and sign "ROLL OVER!" Always take his hand and have him make the same sign.

Again on his back, take his hands and smoothly pull him to a sitting position, saying "UP!" Then lower him to his back, saying and signing "DOWN!"

GROSS MOTOR DEVELOPMENT

Put your child flat on his stomach. Hold a "flashy" bright colored object in front of him, slightly higher than his head. Help him look up and stretch toward it, leaning on his elbows. See the illustration:



Before learning to crawl (stomach dragging) or to creep on hands and knees, some children simply lie on their stomachs and wiggle like a fish! Encourage your child to begin a crawling movement forward. Let him touch and feel a bright object or toy. Place it on the floor a few inches beyond his reach. Say (and, of course, sign) "COME!" Help him move forward by manipulating his legs in an easy crawling movement.

REMEMBER YOUR GOALS

For this first step on motor development, your goals are to help your child get his chest off the floor, with his weight on his elbows; to have him sit with support, and to teach him to inch forward in a crawling movement.

ARE YOU READY FOR THE NEXT STEP?

If you and your child have reached these goals, let us know. We will then send STEP TWO on Motor Development, with some individual suggestions if we think you need them.

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GROSS MOTOR DEVELOPMENT

LEARNING STEP TWO

IF

Your child can't sit up, but can lift his head and chest off the floor, with his weight on his elbows, when he is on his stomach;

IF

He can hold his head up straight when you pull him to a sitting position by holding his hands or arms (gently, please!),

YOUR GOAL NOW

To teach him to roll from front to back; to see that he sits up (supported) for a short time two or three times a day.

YOU NEED

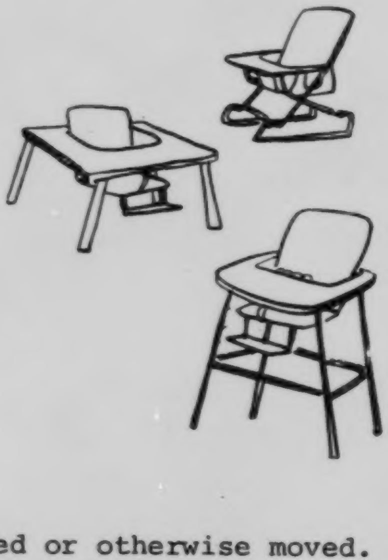
A clear floor area (covered with a rug or mat)

A jumper chair with a tray or

A feeding or playtable with a built-in seat or

A sturdy highchair

DO NOT USE A SWING. IT ENCOURAGES REPETITIVE SELF-STIMULATING MOTION.

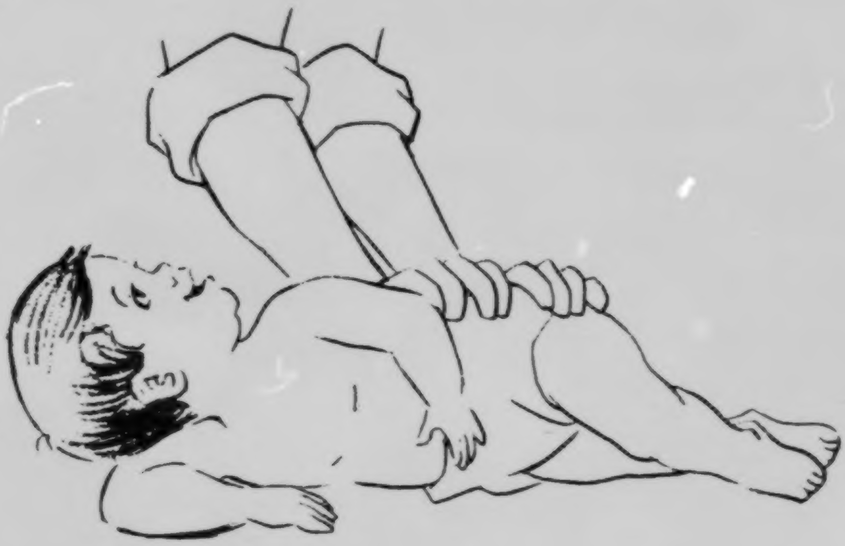


ALSO

Several toys that can be pushed, rolled or otherwise moved. Lesson Five will have a section on toys and play material. For now, a ball, a small wheel toy, such as a car or truck, and a few toys with suction cup bases to stick to his tray or table will do.

WHAT TO DO

At a set time each day, put your child on the floor, lying on his stomach. Place him where he will not be distracted by bright light or a lamp. Help him roll over, back and forth. If he tries or succeeds in doing this himself, show your approval. Pat him, hug, or praise him. Your approval is his reward.



If you have a jumper chair, place your child in it. Strap or prop him with a pillow if necessary. Start him bouncing. Help him clap in rhythm. Say "Bounce, Bounce, Bounce!" or "Up and Down!" (Sign or gesture, also.)

Fasten toys to the tray or table of his seat (using suction cups on the toys or short lengths of tape). Encourage him to push a wheel toy or roll a ball. Name the toys (and describe the action). Say "Push the Car," "Roll the Ball," etc.

ALSO

Call your child by name. Build his self-image by taking his hand and helping him point to, pat and touch himself. Take his hands and slide them from the top of his head down his arms and say "You are (say his name)."

Seat your child, propped by pillows on the floor with toys all around him to keep his interest. Make the sitting times short at first. Short, freqent "sits" will make his back stronger and encourage him to look around. (Don't let him stare into bright light.)

WHEN YOUR CHILD SUCCEEDS in rolling over, and is able to sit (supported) for a short length of time without slumping, he is ready to have you go on to the third LEARNING STEP - GROSS MOTOR DEVELOPMENT. You will find he will get there faster if you do things with him. Make these activities fun.

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JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
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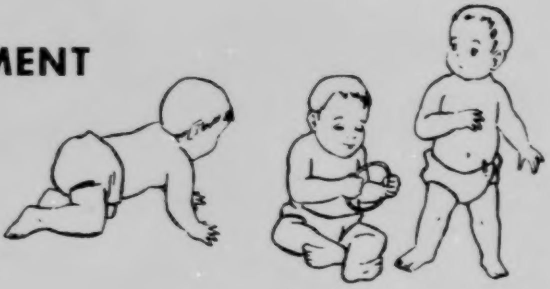
GROSS MOTOR DEVELOPMENT

LEARNING STEP THREE



IF

Your child can roll over (from front to back) and can sit (supported) for a short length of time -

YOUR GOAL NOW

At this time is to teach him to roll from back to front as well as the other way around. To help him learn to sit supported for longer periods of time, and to sit briefly by himself, leaning slightly forward with his weight on his hands. To encourage him to crawl forward when he's on his stomach. And - to use the words and signs as you help your child achieve these goals.

YOU NEED

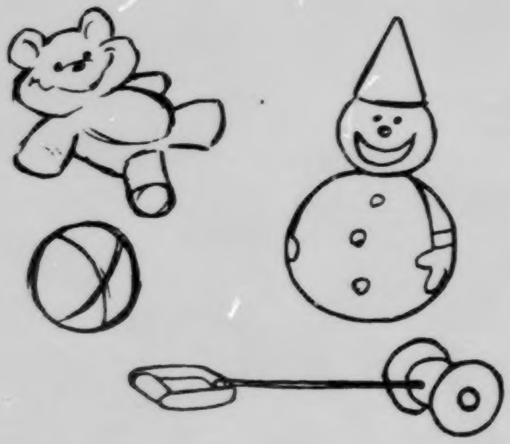
Several play areas on the floor inside the house

A play area on the porch or patio, or in a court or yard

A few pillows and a mat or rug

Toys to encourage movement:

- Push and pull toys
- A soft cloth or plastic ball
- A roly-poly tumble toy



WHAT TO DO

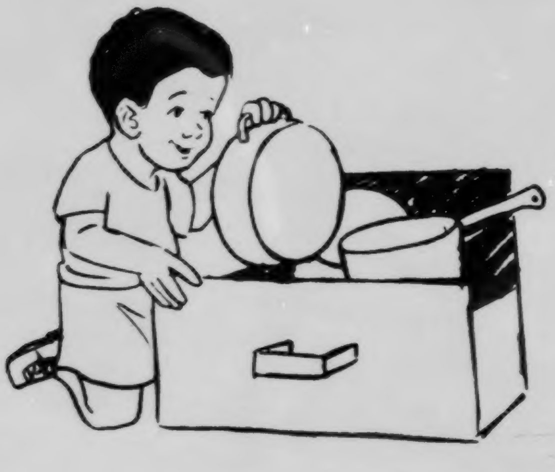
EVERYDAY ACTIVITIES

AROUND THE HOUSE

Many activities may take you into other parts of the house throughout each day. When you mend or iron, write letters or make out a grocery list, have your child on the floor near you. Have him close enough that you can reach out to touch him but far enough from you that he might have to move a few inches in order to touch you. Call to him from time to time, lean over and speak to him, and hand him a toy or some little "gadget" occasionally. Name the object. Show it to him. Then give it to him. Make it worthwhile for your child to reach, to listen, to look, and to touch!

IN THE KITCHEN

Much of a mother's time is spent in the kitchen. Look around and find a place where your child can be out of the main line of traffic but close enough that he can possibly see you, even reach out to touch you occasionally, perhaps hear you as you talk to him. He can also (as he learns to listen) notice sounds in the kitchen as you wash dishes, prepare a meal, and so on.



Sometimes you might give your child a pot or pan to play with and a big spoon to use for pounding. Mention these utensils and use the sign if you know it. You might sometimes rummage in a bottom cupboard where there are pans that aren't so heavy they might fall and hurt him. Naturally, you must be sure that your child is not near a stove, nor can reach any dangling electric cords or a tablecloth. Avoid the danger of spilled hot food or leaving him where someone might step on him.

SAY "NO"—AND MEAN IT!

In the kitchen there will be many times you will need to say and sign "NO" or "STOP" and help your child learn you mean that something is not to be touched, or that he must stop doing something. Do not hesitate to use these words and signs emphatically. Leave no doubt that you mean NO and STOP. (It is not wise to have the child make these signs. You make the sign and immediately help him obey - stop what he should stop doing.) These signs are illustrated in COMMUNICATION, LEARNING STEP THREE and also on the last page of this section.

PLAYTIME

Indoors

Two or three times a day put your child on the floor and play with him. Let him roll himself from his back to his stomach, if he can do it alone. Say and sign "You rolled over!" Then help him roll back again. Say and sign "Roll over." Help your child make the sign. (When he succeeds in doing something he's trying to do, be sure to mention it, then give him a pat on the back or a big hug! Let him know you appreciate and approve of his effort.)

Make use of the toys mentioned on page 1 of this LEARNING STEP (or of similar toys). Let your child know they're near him and perhaps he'll try to reach for them. You can push the tumble toy (a plastic clown weighted at the bottom so it topples over then rights itself). Help your child push it. Use the word "Push." If the toy rolls over, use that phrase and sign. Push - and help your child push - the small push-pull toys, too.

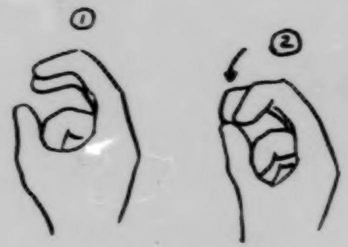
Outdoors

In good weather (in cold weather if he is dressed warmly), your child will benefit from a play period outdoors. Let him play on the porch or patio or in a fenced yard on the floor or on the ground (with the hard surface protected with a mat). Sit with him and let him feel leaves, dirt, the ground or the floor, a porch railing, steps, and so on. Mention these things. Help him roll over so he can look at things in a new way. Encourage him to reach for an object, and encourage him to inch forward to touch or grasp something he's noticed. As a change, you can sometimes prop him with pillows or have him in a jumper seat outdoors. Usually outdoor play at this stage of the game takes supervision. You must be with your child or have someone keep an eye on him.

NEXT STEP

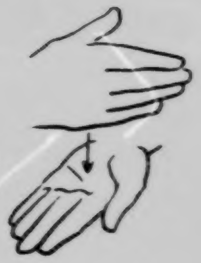
When your child is able to sit for fifteen to twenty five minutes, supported; when he is beginning to attempt to sit alone, leaning forward to brace himself with his hands; and when he can roll not only from front to back but from back to front, please go on to LEARNING STEP THREE on Gross Motor Development.

NO



With right hand index finger and middle finger snap down quickly on thumb.

STOP



In a chopping motion, hit little finger edge of right hand against open palm of left hand.

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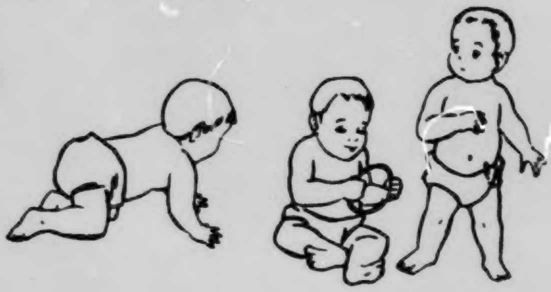
JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

GROSS MOTOR DEVELOPMENT

LEARNING STEP FOUR



IF

Your child can roll from back to front (and from front to back); if he can sit alone for a few minutes (possibly leaning on his hands for support); if he can sit as long as half an hour, with support, then -

YOUR GOAL

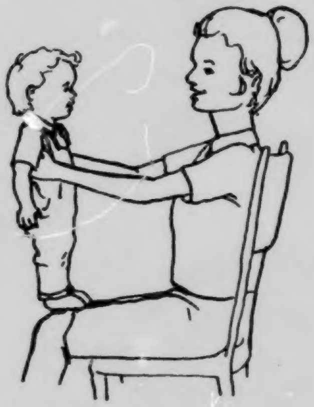
Is to help him sit alone ten minutes to half an hour at a time; and help him begin to crawl or creep a longer distance. Also, to strengthen his muscles by holding him in a standing position.

YOU NEED

Toys (several, to push or roll)

A Jumper Chair

A homemade "tunnel" (directions at the end of this section)



WHAT TO DO

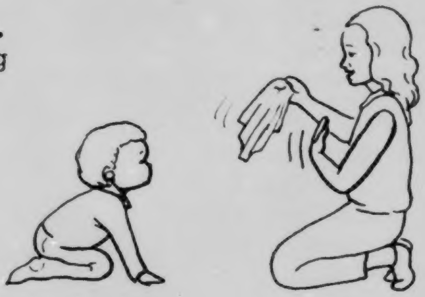
You can offer your child many opportunities to develop strong muscles and the ability to move with freedom and confidence:

1. Everyday life (as you go on with your own activities, indoors or out).
2. Child-care routines (meals, bedtime, bath, getting dressed, going to the bathroom).
3. Playtime (when you set aside a few minutes to devote to playing with your son or daughter.

When your child tries to crawl, notice whether he manages to get up on his hands and knees. If he moves in a crawling movement dragging himself along with his stomach dragging, help him. Get his back up, by putting your hand under his abdomen. When he's up on his knees, help him move his hands and legs in an alternating movement, left-right, left-right.

COME TO ME!

Sit a foot or two from your child. Tempt him to come to you by waving a bright scarf or stamping your foot so the floor will vibrate. Say and sign "Come." If he doesn't move toward you, have someone else head him in your direction.



READY TO MOVE

Several times a day, if he's not too big, sit in a chair with your child standing on your knees. Hold his hands and bounce him. Say "Bounce-Bounce-Bounce." Or count "A-one, A-two," etc.

CHILD CARE ROUTINES

Bathtime offers fine opportunities to strengthen your child's muscles. Support him with one hand if he cannot sit alone. Float a toy in front of him to coax him to reach for it. Name the toy, make a sign for it (fish, for example, or duck). Help him make the sign and encourage him to play with the toy. Plastic cups, funnel, and small pitcher, used to scoop and pour water are fun.

PLAY

Play and everyday activities sometimes overlap, as in the bath. While these activities are fun, also try to have a special playtime when you get down on the floor with your child, with him on his stomach. Show him a push toy. Let him feel it. Tell him "Push," and help him push it beyond his grasp. Coax him to crawl forward to get it. Praise him if he tries! Place a toy on the seat of a chair and encourage him to pull himself up to get it. Catch his interest and get him moving!

A game that's fun: Sit on the floor facing each other, holding hands. Move back and forth. Sing or say:

> Row, row, row your boat
> Gently down the stream
> Merrily, merrily, merrily, merrily
> Life is but a dream!

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ANOTHER GAME

A tunnel through which your child can crawl will provide a good way to get him moving forward on hands and knees. Use a cardboard box as a tunnel, or a heavy cardboard drum (barrel) with both ends open. A homemade cloth tunnel provides good motivation: see directions below.

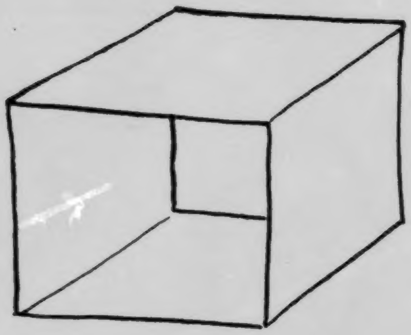
You and your child should be on the floor with the box or drum "tunnel." You may crawl through with your child, moving with him under your body. Or one parent can act as starter, helping the child enter the tunnel. The other parent can wait at the opposite end, coaxing the child to crawl to him. Use a small flashlight, a sharp handclap, or a stomp of the foot to tempt him to crawl through the tunnel. The first few tries should be as much fun as possible for him, with all possible encouragement and help from you.

HOW TO MAKE A TUNNEL

Cardboard Box

You need:

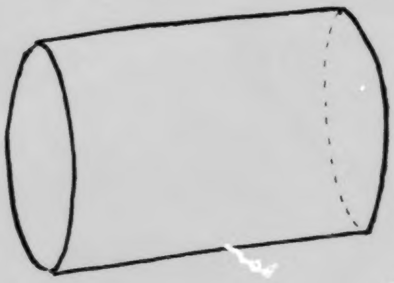
A large empty carton. Push in ends of the box, so both ends are open. Remove all sharp fasteners, such as staples.



Drum

You need:

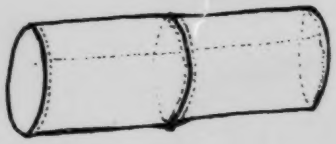
A clean cardboard barrel (available at many discount or surplus stores). Remove both ends, place drum horizontally on the floor. A big plastic trashcan, with cover removed and bottom cut off will do.



Cloth and Hula Hoops

You need:

Two or three hula hoops and a long piece of cloth. Seam the fabric together, around the hula hoops, leaving the ends open.



WHEN

Your child can sit alone for ten to fifteen minutes; can sit supported half an hour without getting tired; can pull himself to a standing position; and can creep forward: he is ready for LEARNING STEP FIVE (Gross Motor). Ask us for it!

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JOHN TRACY CLINIC
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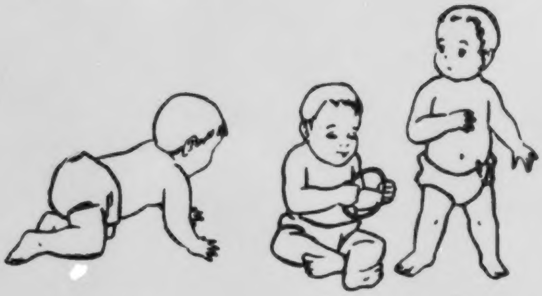
GROSS MOTOR DEVELOPMENT

LEARNING STEP FIVE



IF

Your child sits alone for ten minutes or more

IF

He creeps (even a little)

IF

He has begun to pull himself to a standing position -

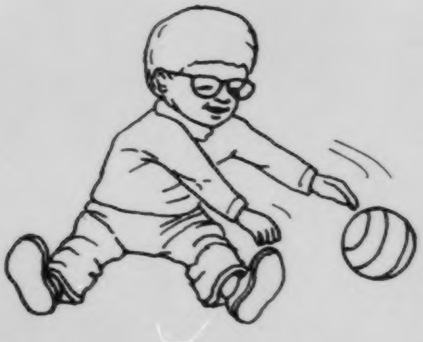
YOUR GOAL

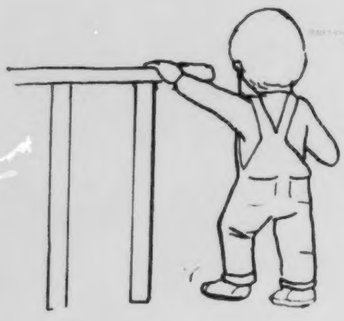
In this LEARNING STEP will be to help your child:

Pivot: Turn his upper body from side to side when seated.

Creep a longer distance, on his hands and knees, with his back arched and his stomach well off the floor.

Walk sideways, cruising, holding to a rail or other support, with one or two hands.





YOU NEED

A crawling board

Small toys, easily grasped

Wheel toys, such as tiny cars

A bright scarf or piece of fabric

A bell

A tunnel (see LEARNING STEP FOUR, Gross Motor, for how-to-make instructions)

A balloon on a string

Small bright objects tied to a tape or cord

WHAT TO DO

A reminder: it is essential to get your child out of the playpen much of each day. Your house - with certain things off limits - should be his to explore. Our second lesson discussed safety within the home; briefly stated you should safeguard stairways, and watch hot pans, teapots, coffeepots, toasters, electric outlets, medicines, and other hazards that could endanger your child who is just beginning to get around on his own. Eliminate (or barricade) hazards to give your child maximum freedom within safe limits. His natural inclination may be to stay in one spot. Make it easy (and safe) for him to move around.

EVERYDAY

Indoors: As you work in any part of the house, seat your child on the floor, propped with pillows, or in a jumper chair. He should be in an upright position as much as possible.

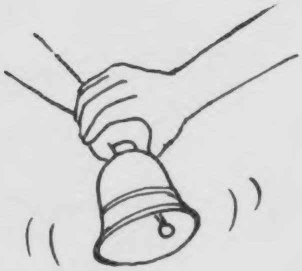
When in the kitchen, talk to him. Hand him kitchen utensils or gadgets. Touch him, give him a hug or a pat on the back. Sing or hum as you move around.

After breakfast, naptime, and supper, give your child more opportunities to sit. Lengthen his sitting time from day to day. Hold his hands and pull him to a standing position.

Also use the tunnel (see GROSS MOTOR LEARNING STEP FOUR) to encourage creeping. Use a ball or small car or other toy that rolls to get him to move forward. Push it - or help him push it - beyond his reach, farther as his ability grows. Encourage him to creep after it.

RING A BELL

Stand or sit a few feet from your child. Ring a bell, a cowbell, if you find one, to get his attention to the sound and to the movement. Encourage him to come and get the bell, then help him ring it.



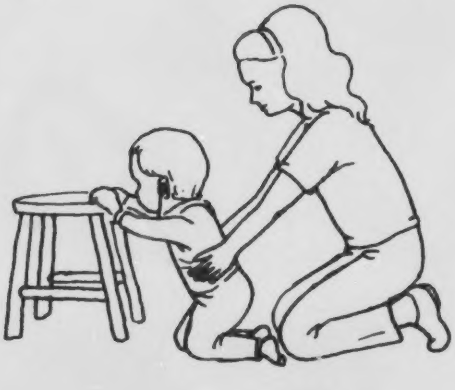
A ball with a bell inside can attract your child by its bright color (visual cue), and by the tinkle of the bell (auditory cue).

At any time you want your child to come to you - to give him something, to dress him, to take him to the toilet - call his name. Get his attention (be at a distance of a few feet, at first). If he doesn't respond to his name, try stamping your foot or clapping your hands. Say "Come" and sign it. Don't always go to him. Encourage him to come to you.

SITTING

When your child is seated, show him a toy you think he'd like. Let him touch it and see it. Wiggle the toy to catch his attention (mention it's name), then put it beside him. Sit close to him and with your arms around him, help him turn at the waist, swing his shoulders sideways, then guide his hand in feeling for and picking up the toy.

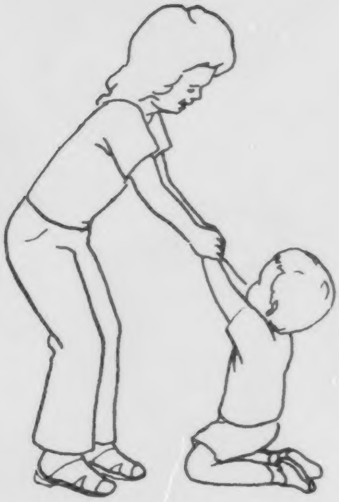
Do the same with his shoes when dressing him. Help him learn he can turn, scan his surroundings, and reach for something he wants.



ENCOURAGE MOVEMENT

Does your child get up on his knees? Or pull himself to a standing position? If so, encourage both these abilities. Help him get into a kneeling position or standing position if he doesn't get up by himself.

When he is sitting or kneeling, say (and sign) "Up" and help him sign it. Then offer him your hands (or take hold of his if he makes no move) and pull him up onto his feet. Repeat two or three times - up and down, up and down, as an exercise or game.



SIDESTEPPING

When he stands holding on to a railing or a piece of furniture (a sofa, the edge of a bed, or the front of two or three chairs set side by side offer good "handholds"), show him a bright colored toy. Mention it by name. Let him touch it. Then tie it to the railing or put it on the sofa or bed, near the edge, six inches or more from him. Help him move in a sideways direction - sliding his feet one at a time by taking hold of them if necessary - to get the toy.

USE THE RIGHT WORDS

Don't forget to use the right language in such activities. "Move your feet," "Here it is," "Pick it up" are phrases that might fit in with your actions or your child's. Always use natural language - but speak directly to your deaf-blind child in short direct phrases. Remember: use the right words at the right time and place. Fit your language to the situation.

WHAT NEXT?

This cruising movement is usually a skill that is a necessary preliminary to walking forward. When your child creeps easily, sits well, and can turn from side to side; stands for several minutes - perhaps ten or more - holding on; when he has learned to step sideways, holding on; he is nearly ready to walk!

ASK US

Ask for the sixth LEARNING STEP, Gross Motor, to help him take that giant step - learning to walk! The first step, like the first word, marks an important milestone on the road to growing up.

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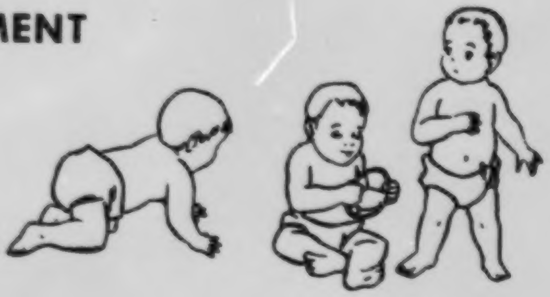
GROSS MOTOR DEVELOPMENT

LEARNING STEP SIX



IF

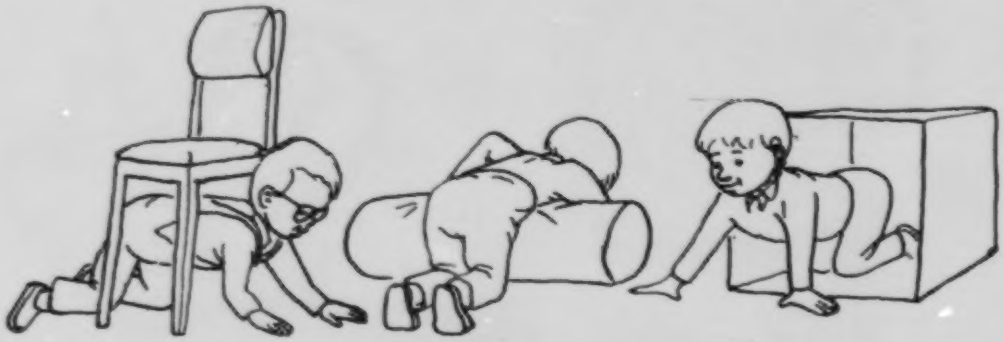
Your child has learned to sit unsupported, to creep, to get to his feet and stand holding on, and walk sideways a few steps -

YOUR GOAL NOW

Will be to help your child pass an important milestone as you teach him to walk by himself. Also, you will show him how to crawl or creep up and down a few stairs.

WHAT TO DO

In the following activities you will continue to encourage creeping to strengthen your child's leg, arm, and back muscles, and to help him learn to get from one place to another independently. Also, creeping gives him the opportunity to develop a concept of his body in relation to his environment.



You will, in addition, continue to encourage him to pull himself to his knees and to his feet. As he gains confidence and the ability to balance himself, you can begin to encourage him to step out independently.

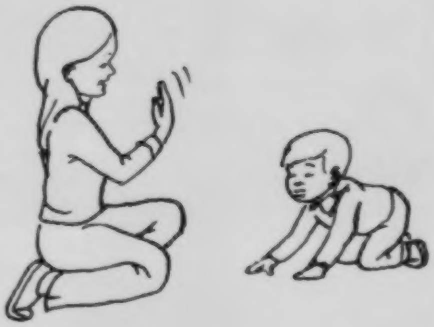
Because stairways will become more of a temptation as he gains more independence of movement, we will tell you how to show your child how he can creep up and down stairs.

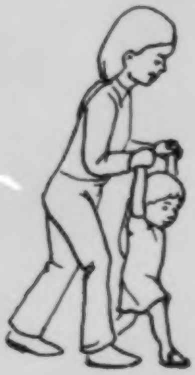
The activities we describe will help him extend or expand his own image of himself - his awareness of his body, his limbs, and his hands - while helping him become more mobile and self-sufficient.

ACTIVITIES

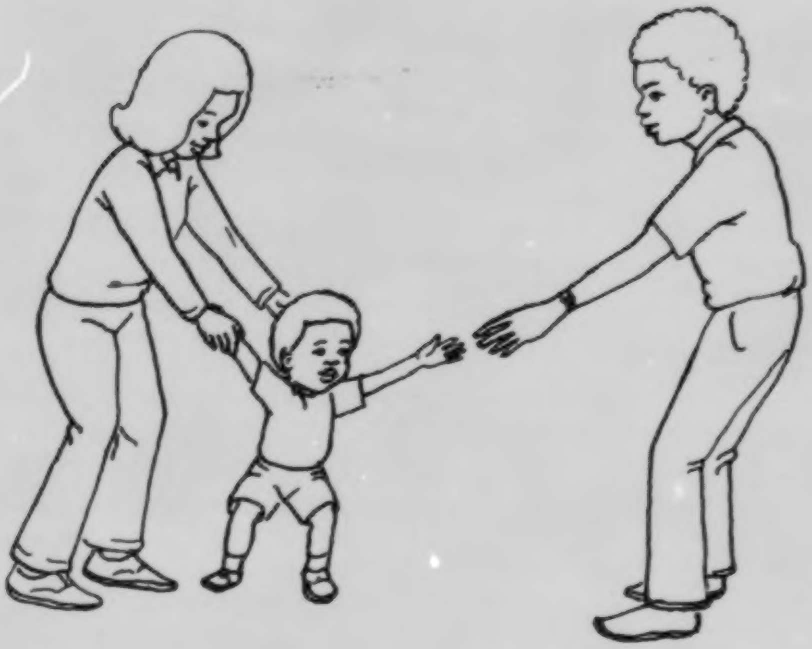
1. Come to Me!

   a. Whether he walks or is still creeping, you should help your child learn to strike out on his own to get from one place to another. Reduce his dependency on you as much as possible. Don't go get him and pick him up if you want him for something. Encourage him to come to you, or follow you. Pause a few feet from him, and say and sign "Come!" or "Come to me" or "Come to mommy!"





   b. Before he is ready to let go and take a few steps by himself, you should hold your child's hands - and walk behind him in step-by-step co-action. This will help him get the rhythm and "feel" of walking forward. When he seems to get the idea of "left foot, right foot," as your feet and legs move with his, you may decide he is ready to walk beside you, holding onto one hand.

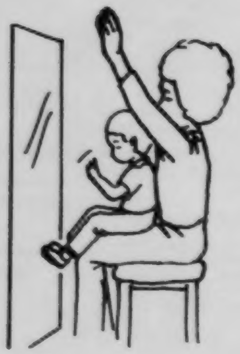


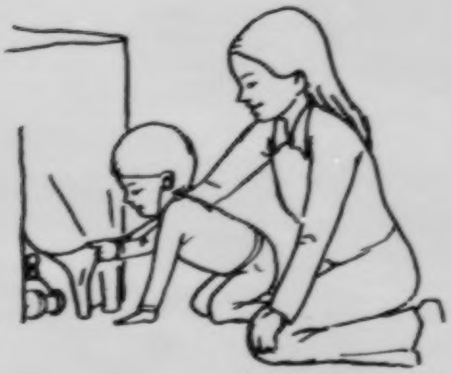
c. Very likely your son or daughter will need many practice sessions, walking with you, and "cruising" as he holds on to something, before he's anywhere near ready to walk without support. However, after this practice in walking, if your child can stand and take a few steps as he holds on to something for balance and support, encourage him to let go. Coax him to take a step or two toward your outstretched arms. Say and sign "Come!" Better still, have him try to step, by himself, from one person to another. This may be easier than letting go of a piece of furniture, as the adult he is leaving can give him fingertip contact and reassurance until he touches the outstretched hand of the person to whom he's walking.

2. Follow the Leader

a. Clapping Hands: Face your child and say "Clap!" and clap your hands then help him clap his. The next step, possibly after several practice sessions, will be for him to clap in imitation of you. After more time and practice, he may initiate this game.

b. Mirror Game: In front of a mirror with your child, put your hand up; say "Up;" and help him put his hand up. Next, say "Down" and put your hand, then his, down. As in clapping, you and your child must practice this several - perhaps a great many - times before he tries it himself. This game, imitating you in front of a mirror, helps him get a good mental picture of himself.





c. Follow Me: Get on the floor with your child. Get his attention, and start to creep toward a specific goal. You could hide a toy, start to creep to that, stop, and turning toward your child, say, "Come," or "Follow me." Coax him to follow you! Lead him toward the hidden toy, and help him discover it. Then, for a few minutes, you and he can share in the fun of playing with the toy he's discovered. Even if he's learning to walk, there will be times when your child will use creeping as a way of getting around.

3. Outdoor Movement

a. On pleasant days, your child should spend as much time as possible outdoors under supervision or in a safe situation. Encourage him to explore and to sense his surroundings: the ground, the grass, concrete, or a wooden porch. He can creep, or walk alone or with support on smooth and level ground. Watch for low picket fences or sharp pointed stakes or bricks as possible hazards, both now while he's unsteady on his feet and later when he has learned to run about freely.

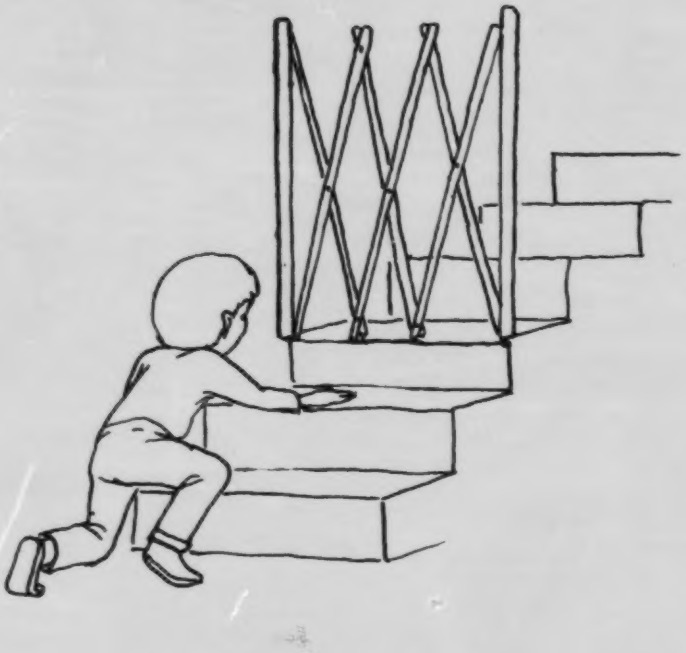
4. Stair Steps

a. While a great many houses do not have long flights of stairs, many may have a few steps to a porch or patio, or from one level to another. As your child learns to get around on his own, he may try to go up or down. It's a good idea to show him how to do this to avoid the possibility of falls and to help him acquire a new skill.

At first, it is generally believed, children should be taught to crawl upstairs frontwards and downstairs backward - feet first. This eliminates the chance of falling over backwards while going up in a standing position, or walking off into mid air if he tries to walk down the steps.

Put him in a crawling position with his arms on the first step, and moving with him, help your child go up a few stairs, step-by-step. Then in the same position, help him crawl down.

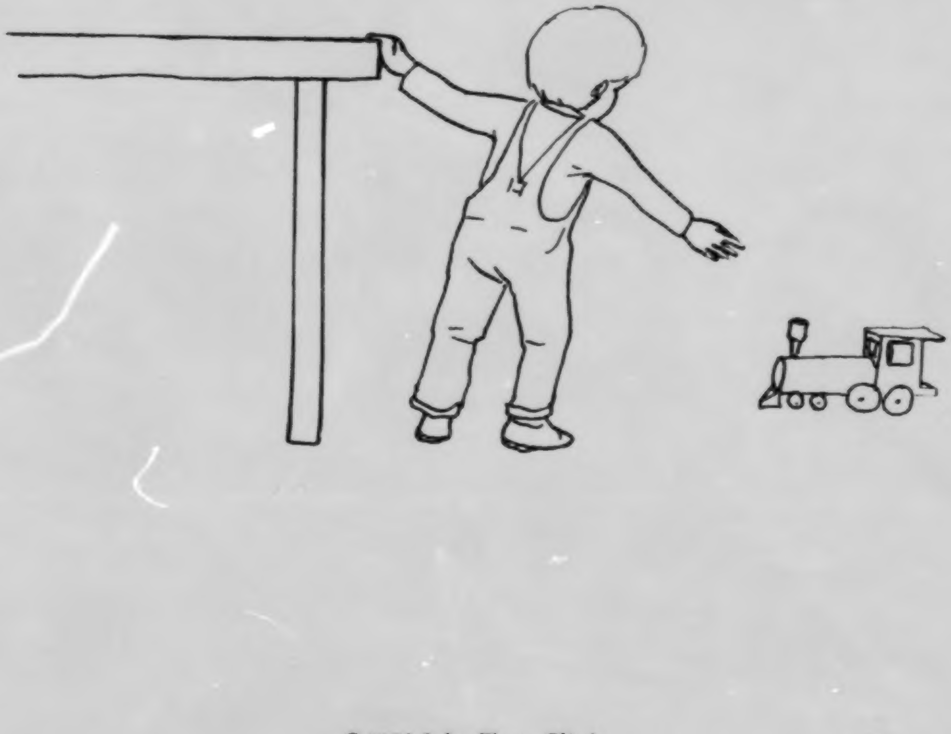
You might put a protective gate across the third step to allow your child to explore and experience the feeling of movement as he crawls up and down the bottom few steps.



SUMMARY

Before you go on to Gross Motor LEARNING STEP Seven, your child should have some experience in creeping up and down a few stairs and in taking a few independent steps. These skills may not be learned quickly.

However, as your child acquires new skills, expect him to continue to use them. You should not do anything for him that he can do for himself. Let him come to you. Use good judgment: don't continue to run to his side everytime he demands attention. Do not continue to carry him in your arms any more than you have to. It may take extra minutes and patience, but allow time for him to get places under his own power and at his own pace. Whether he creeps, walks, trots, or runs - let him move independently as often and as much as possible. To be sure, this benefits his muscles and his body. But it also builds his self-confidence and self-image.



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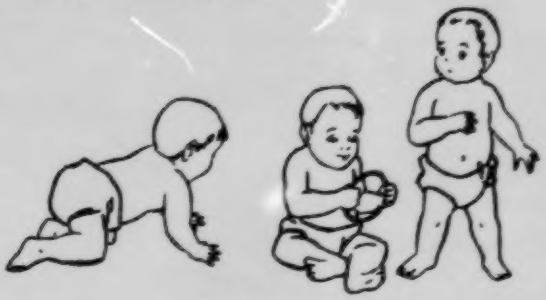
GROSS MOTOR DEVELOPMENT

LEARNING STEP SEVEN



IF

Your child:

Can creep or pull himself up and down two or three stair steps,

Can walk a few steps by himself,

Can get from one place to another - about the width of a room - by any means, without your help -

YOUR GOAL NOW

Is to:

Help him walk the distance of the length of an average room without support, with few falls.

Encourage him to pull a small wheel toy or push a large vehicle (such as a doll buggy) as he walks.

Help him learn to seat himself in a small chair or his car seat.

Help him learn to get in and out of a car by himself.

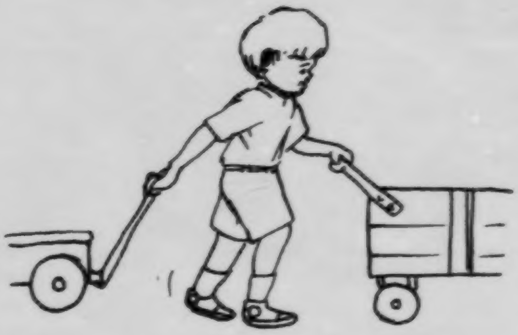
YOU NEED

Small wheel toys on a cord, to pull

Large vehicles, such as a stroller, doll carriage, or tricycle, to push

Small chair or bench

A car seat (one that is approved and safe) until your child is big enough to be buckled into an adult seat belt

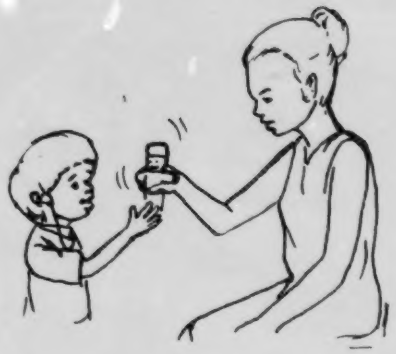


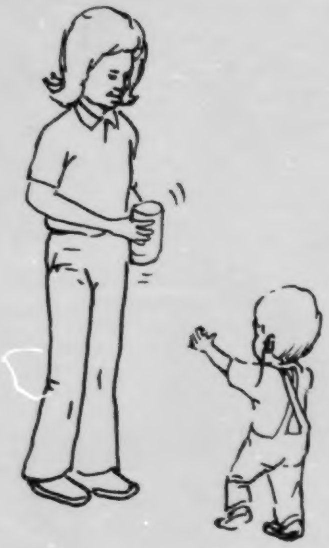
WHAT TO DO

Encourage independent walking on a level surface.

Indoors

Attract your child's attention, from a foot or two away, by "wigwagging" a toy. Mention it by name and use the sign if you know it. Encourage him to come to you, rather than have you go to him. If he does, you should immediately give him your attention and let him have the toy so he can play with it.





Outdoors

At first, your child will have trouble walking alone on wet or slippery surfaces. Take him outdoors when the pavement is dry, and do as you did indoors. Have something new and interesting to win his attention. Name it (use the sign, too) and show it. Then if he does come to you, reward him with your individual attention for a few minutes; also, let him play with whatever you used as an attention getting device. If he seems to glance at you, again use the word and sign that identify the object.

Anywhere

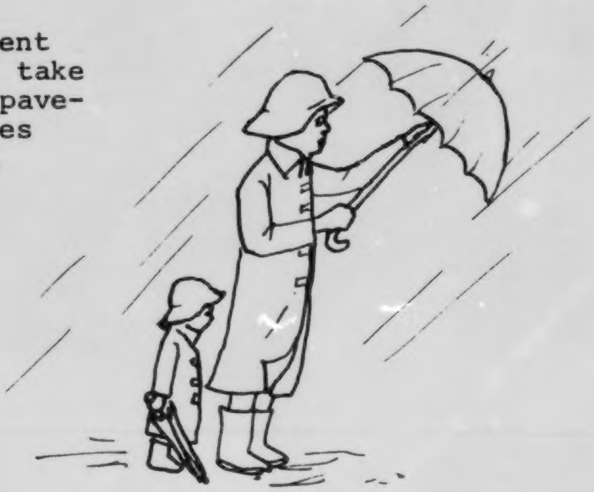
Whether in the house or outdoors, keep in mind that when your child first begins to walk alone, he will toddle or totter and not be steady on his feet. He may walk with his arms raised, and lean back slightly to balance himself. In the beginning, it will be wise to assure his success and avoid some falls and a possible feeling of failure: have whatever is underfoot - the floor, ground, sidewalk - level, not slippery, and clear of low toys or other objects over which he might fall.

CONFIDENCE COMES WITH PRACTICE

With practice, your child may soon learn to avoid large objects and doors that are partly open, but footstools, roller skates, small wheel toys, and any sharp rocks or low picket fences may continue to be hazards. Try to strike a balance: don't try to eliminate all hazards and set up an ideal situation.

Your child eventually must learn to walk around and move about in a variety of situations as other children do. But always eliminate real dangers, and at first make it easy for your son or daughter to move about your house and its surroundings with confidence.

As he gets more confident about walking, you can take him outdoors when the pavement is wet or to places where the ground isn't level.



PULLING OR PUSHING SOMETHING THAT MOVES

Your child may feel confident and secure when pushing a doll carriage, a stroller, or a toy such as a make-believe lawn mower. He may even feel safer when pulling a little cart or any toy that can be pulled behind him than when walking empty handed. You should at times let your child have these experiences. But, as he gains better ability to walk, you should encourage him to walk by himself without these props. Then he will gradually become more self-assured and acquire a better sense of balance, although he may lean forward or drag his feet until he becomes completely sure of himself.

A CHAIR OF HIS OWN

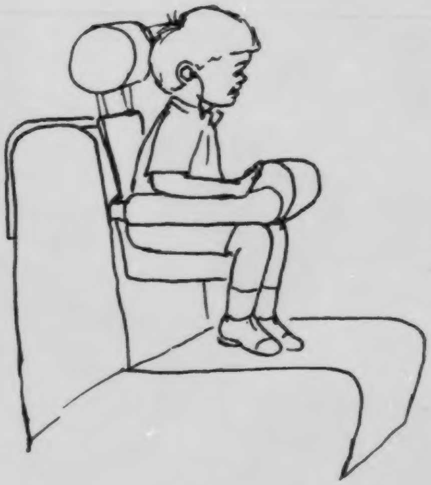
Almost any child takes pride in having possessions of his own. One thing that delights many children is a small chair. If your child doesn't have one, it is something that would make a good gift from grandparents or other loving relatives! (Label the chair with your child's name clearly printed on a card or tag that is his special color.)

Ordinarily you have probably lifted your child into a chair. Now that he is walking on his own two feet, he can learn to seat himself. Place the chair on a rug or mat so it won't slip. Help him back into it, holding onto the arms (if the chair has arms) or onto your hand or a table edge to steady himself. Make it worth his while to make the effort. Praise him. Slide his little table in front of him and give him something interesting to do.

Every effort, every attempt at using a new skill should be recognized and appreciated. Using a logical reward - something to do when he sits down, something to play with when he comes to you - will tend to keep your child trying.

CAR SAFETY

If your family uses a car for errands and outings, or if you drive your child to school, he should be strapped in a car seat that meets safety standards, or buckled securely with a seat belt. A car seat puts your child at a level where he can use his vision to see things outside the car. At the same time, it offers (if it is well designed) protection from sudden stops and bumps if it is securely attached to the big seat, and if your child is strapped in.



GREATER INDEPENDENCE

Until now, no doubt you have opened the car door and lifted your child into his seat, then strapped him in. Your goal at this time is to help him learn one more independent skill - getting into the car by himself. As a start, having opened the door, lift your child onto the seat, having him stand with his back to the safety seat. Let him hold the arms and lower himself to a sitting position.

Next, put him on the car floor, standing facing the car seat, and help him climb onto it. Show him how to turn his back to the small seat and then lower himself to sit there. With a slight nudge upwards, he may soon attempt to pull himself from the floor to the big car seat, turn, and then sit down by himself.

Your child's final step toward independence in getting into the car will be for him to go from the curb into the car, through the door you've opened, and seat himself.

Getting out of the seat, to the floor, and out of the car will be easier than getting in! Of course, you'll have to continue to unbuckle him and open the door.

A FEW SAFETY NOTES

When your child has learned to get in and out of the car, be sure to keep the car doors locked.

When you're at the wheel, concentrate on driving. Language and communication are important but - safety first!

In the next LEARNING STEP, we will discuss new goals:

Walking upstairs independently.

Walking on different surfaces and grades.

Walking fast and learning to run.

If your child has achieved the goals described on the first page of this section, ask us for new goals, to be found in LEARNING STEP Eight, Gross Motor.

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JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

GROSS MOTOR DEVELOPMENT

LEARNING STEP EIGHT

IF

Your child:

Walks alone on flat, nonslippery surfaces

Seats himself in a small chair

Pulls and pushes toys that are meant to be pulled or pushed

And manages to get up or downstairs (using any means of getting up or down)

YOUR GOAL NOW

Is to help him learn to walk up and down slight grades and on a variety of surfaces, including those that are rough or somewhat slippery.

Also - to help him learn to walk fast, and to run in a stiff legged way.

And - to walk up and down stairs with help.

WHAT TO DO

Provide many opportunities for your child to learn to walk on a variety of surfaces, under a variety of conditions. Anyone, children as well as grownups, must perform an action again and again to become proficient. Whether learning to walk or learning some other skill, practice is essential.

When he's first learning to walk, before he's had much practice, your deaf-blind child will be unsteady on his feet. At first, as he practices his new skill of walking, you must see that everything's in his favor. A smooth, nonslippery place to walk, with no unexpected booby traps - no toys to trip over, no unexpected sharp drop or step, no eye level railings to bump into - will make it easier for him to learn to walk. But soon you must have confidence and courage so you can release him - let him walk by himself under ordinary conditions in reasonably safe places.

CONFIDENCE AND COURAGE

Your confidence and courage (tempered by a little caution) will be reflected in your child. Your goal is not to have him walk fearfully and haltingly, but to step out, head high, with his own air of confidence and courage. We have seen many deaf-blind children move and play not only confidently, but beautifully, with grace and agility. Practice - and your faith in him - will help your child achieve these qualities, as other children like him have done.

TAKE A WALK EVERYDAY

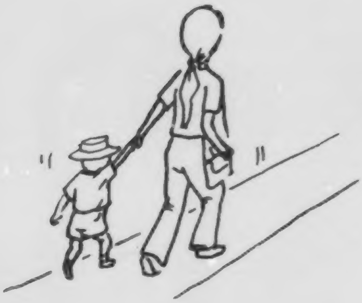
To give him the required practice, plan on taking your child for a walk every day. After the afternoon rest might be an ideal time. You may be able to spare the fifteen or twenty minutes, the routine household tasks may be out of the way, and it won't be quite time to start cooking the evening meal. Try to fit a short walk, no matter what the weather, into the day's activities.

On hot summer days, dress lightly and have your child in comfortable clothes. Let him wear sturdy but lightweight shoes: this is better than going barefoot in cities where hot pavements, dirt, and gravel or broken glass could discourage any enthusiasm for walking. In rainy weather, get into rain gear and overshoes - and allow time to splash in the puddles. In cold weather, a warm jacket and leggings, plus nonskid boots can make a brisk walk enjoyable.

WALK EVERYWHERE

Walk on snow covered sidewalks. In the summer, walk on the grass; in the fall, scuff through fallen leaves. Walk on slick vinyl tile, on carpeting, on gravel, on brick or cobblestone paving. Acquaint your child with the many kinds of textures he's likely to encounter underfoot. Walk somewhere. A walk with a purpose is more fun than an aimless stroll.

Hold your child's wrist in a circle made by your thumb and index finger when in traffic. Then he won't be able to slip away from you. Otherwise, aside from giving him a hand if he needs it, try to let him walk by himself, beside or near you at his own pace.

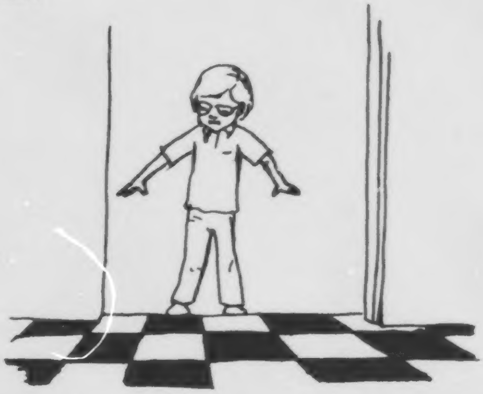


WALK UPHILL

As a help in becoming aware of his relationship to difficult levels, try walking up and down a hill or incline with your child if your neighborhood offers opportunities. If not, create some. A board, tilted, with one end on a brick or block, will give your son or daughter chances to learn to go up and down an incline, and opportunities for you to say and sign "Up!" and "Down."

VISUAL PROBLEMS IN DEPTH PERCEPTION

Some deaf children who have partial sight have great difficulty with depth perception. This may be particularly true of the child who has residual vision in only one eye. Looking down on a floor of contrasting colored tiles, for instance, can confuse him. Dark tiles may look like holes in the floor. He may be afraid to step on them, and may hold back or step forward cautiosly. Stoop to the floor with your child so he can feel the surface and realize it's flat, not a hole or indentation. Then he may feel more free to walk forward across the floor. This same problem of depth perception may occur in other situations, such as stepping on or off a curb, or going up or down steps. Letting your child feel the surface that confuses him visually may help him sense or perceive its true form.



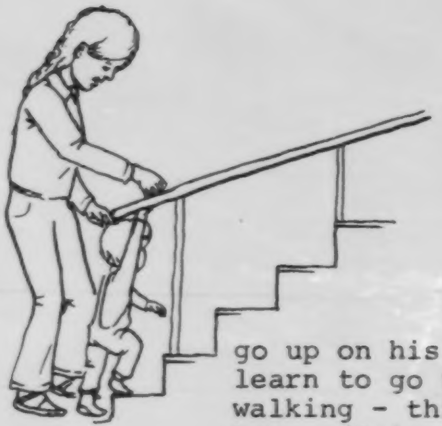
TROT

Sometimes, on your afternoon walks, try walking at a fast pace, for a short time. Holding your child's hand, help him trot along with you. Don't actually run - just walk fast or trot, in a stiff legged fashion.

A game of tag or hide-and-seek will, in a way that's fun, provide other chances to encourage your child to step along at a fast pace. Say "Fast!" or "Hurry!" or "Run!"

RUNNING TOGETHER

Getting several children involved in running in a park, in a field, or in a backyard can provide an exciting and lively practice session. Children love to run and feel the wind blowing against their faces. Don't make a race, a competition of this kind of play. The activity is to be fun for all, not a game in which there has to be a winner. Your child may not be able, at this time, to raise his legs alternately, with knees bent, but he may walk fast or trot along after the others.



WALKING UPSTAIRS

Even after you've shown your child how to walk up a flight of stairs (assuming that he already knows how to crawl up and down), he may sometimes prefer to go up on his hands and knees. Because he should learn to go up the steps in an upright position - walking - this may be a good time to show him how. (Going down the steps will come later.) Walk behind him (co-action) your hands on his shoulders, with your knees nudging his. Help him put first one foot, then the other up to the first step. He will stand there momentarily, then you can nudge the back of his leg, first one, then the other, so he'll go up to the next step. All children seem to go up with two feet on each step before they learn to alternate their feet and go up a step at a time. If you live in a one story house, try to provide steps for practice. Help him go up a curb, step up to a patio or porch, or climb up a kitchen ladder (step stool).

DON'T BE SURPRISED

Remember that the more independent your child becomes, the more use he'll make of his new found mobility. You may find him upstairs when you least expect it, once he's mastered stair climbing. Put a railing up if you have long or risky flights of stairs at home.

Suggestions

HELP YOUR CHILD LEARN TO:

Walk up stairs in department stores or schools.

Get on and off a bus, and in and our of a car.

If your son or daughter is totally blind, it is still possible that he - or she - can learn to walk independently. While mobility or orientation training will be advisable as he or she gets older, your help and belief in your child's ability will play a part in his independence.

SUMMARY

Walking alone, uphill and down, on dry, slippery or rough pavements; running stiffly; and walking up steps are skills to be mastered in this LEARNING STEP.

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JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

GROSS MOTOR DEVELOPMENT

LEARNING STEP NINE

IF

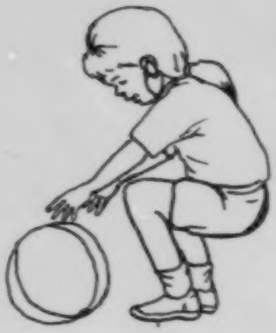
Your child can:

Walk on almost any surface, up or down slight inclines -

Run in a stiff legged fashion -

Walk upstairs with your help -

YOUR GOAL NOW



Help him learn to squat

Kick and throw a ball or beanbag

Catch a big beach ball

Introduce him to water play and swimming

YOU NEED

A ball and a beanbag, a Clown Toss game, a "Pitch-Back" device

A pool or other bathing and swimming facility

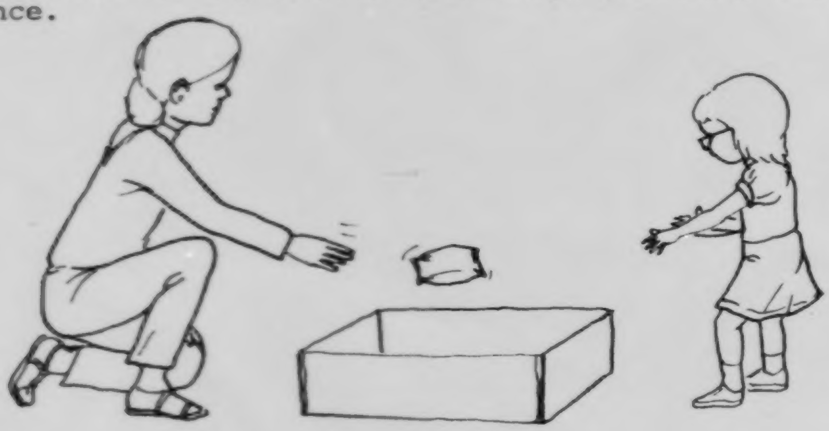
WHAT TO DO

When you teach your child to throw and retrieve a ball or beanbag, you can also help him learn to get on his haunches in a squatting position.

Indoors, in a Play Area, or Outdoors

Throwing a ball should usually be limited to outdoors, but a large, bright colored balloon can be used indoors for developing skill in tossing (and later retrieving). The balloon, because it drifts slowly, allows time for the child to react.

Use a beanbag. Stand (or stoop, in a deep knee bend) facing your child, a few feet away, and begin to toss the beanbag into a box in front of him. Show him how to squat down to pick it up, so he can have a turn tossing it into the box. Start by having him stand very close to (almost directly over) the container or target. As he becomes able to direct his arm, have him toss the beanbag from farther away, gradually extending the distance.



Variations

Toss the ball or beanbag into other containers, a circle on the ground, or a hole in a slanted board (such as the commercially available clown faces in a beanbag toss game.) A "Pitch-Back" device, which causes a ball or beanbag to return (bounce back), adds interest to the game of tossing a beanbag or ball. Using a big ball, begin to help him catch it. Drop it, at first, into his extended arms and praise him for "catching" it. After several practice sessions, begin to toss it from a foot or two, then from a greater distance, into his arms.

Suggested Language

"Throw the ball!"
"Pick it up!"
"Good!"
"Throw it."
"Catch it."
"It fell."
"You dropped it."
"Here's the beanbag."
"Your turn!"

SWIMMING—AND GETTING READY TO SWIM

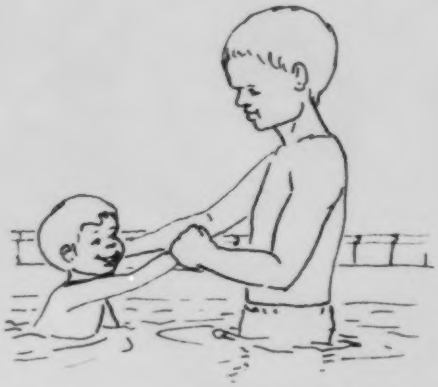
Swimming is good exercise and a worthwhile activity for deaf-blind children. In the water a deaf-blind child may feel more confident and free than on dry land. Swimming is also a social activity in which deaf-blind children can interact with other children. American Red Cross local chapters may be able to give you information on a six hour "Swimmer's Aide" training program that might be of great value to you or to teenagers in your family.

YOUR ROLE

Your role will be to introduce your child to water - in the bathtub, in a wading pond, under a sprinkler, along the shore of a lake or ocean, or in a pool _if_ he can be watched closely. (A reminder - remove his hearing aid and glasses.)

TAKE IT EASY AT FIRST

Many deaf-blind children have problems with depth perception because of their limited vision. When they are suspended in water, they may become disoriented and have a feeling of confusion. They may appear to be frightened at first, as they cannot see or perceive the bottom of the pool, and have no concept of themselves in relation to the pool's bottom. They lose their point of reference and feeling of gravity, almost as if they are suspended in space. Therefore, it is extremely important to ease your deaf-blind child gradually into the water, and to be right at hand to give him confidence.



A slow, gradual, and pleasant introduction to the water is likely to have long lasting good results. Your goal is to help your child enjoy the experience of being in the water and of swimming - and to do it with full regard for his safety and well-being.

PRACTICE WATER SAFETY

Under no conditions leave a young child, or an older child who cannot swim, unsupervised near any body of water - not even a wading pond. Not only should an adult be nearby, but he should be alert and on guard. It takes only a minute or two for a child to slip or fall face down in the water and be in serious trouble. Swimming pools - the backyard pools that are becoming more and more popular - must be fenced, a protection not only for your deaf-blind child but for all children. The American Red Cross has a book and film, "Backyard Swim," that is of great interest to families who have pools.

COMMUNITY POOLS

Check with your local recreation department, YMCA or YWCA, or braille centers (or other centers for blind children and youth) on opportunities for your child to participate in recreational swim sessions or preschool swimming classes.

LOOK FOR A GOOD INSTRUCTOR

Unless you are confident of your own ability to teach your child to swim, you should seek an instructor who has the American Red Cross Water Safety card or certificate. The American Red Cross also trains adults to teach handicapped children to swim. If a person who has had this training is not available, try to find a qualified swimming instructor experienced in teaching very young children. In any case, you can introduce your child to the fun of wading, splashing, and jumping around in the water. This will be good preparation for the time when he will actually learn to swim.

Call your local American Red Cross for information on water safety.

Families in the Los Angeles or Orange County areas may want to look into the summer swim program for blind children at:

Braille Institute of America Youth Center
3450 Cahuenga Boulevard
Los Angeles, California 90028
Telephone (213) 851-5695

Orange County Branch of the Braille Institute of America
527 North Dale
Anaheim, California 92801
Telephone: (714) 821-5000

When calling either of the above, ask for the Recreation Director.

Crippled Children's Society of Los Angeles County Telephone: (213) 874-3300, Extension 40, has swim programs for handicapped children in Claremont, Long Beach, Pasadena, and the San Fernando Valley.

NOTE

It is not necessary to take your child swimming, or for him to learn to swim, before going on to the next LEARNING STEP. If he is fairly competent in tossing a beanbag or ball, in catching a beach ball, and tries to get into a squatting position, he's ready for LEARNING STEP TEN, GROSS MOTOR.

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GROSS MOTOR DEVELOPMENT

LEARNING STEP TEN

IF

Your child can do most or all of the following, the goals discussed in this lesson will be long-range goals, to be achieved gradually during the months and years ahead. In this, the final LEARNING STEP - GROSS MOTOR, we will suggest activities and skills that will be -

LONG RANGE GOALS

To walk, run, and skip with grace and confidence
To stand on one foot, to hop
To jump
To walk up and down stairs
To climb - up a ladder, in and out of things
To go down a slide
To roller skate (slow skates at first)
To ride a tricycle
To throw, catch, and kick a ball
To roll a barrel or tire, lift and carry large blocks or other articles
To somersault: get a thick piece of foam rubber or use an old mattress
To play in the snow: ride and pull a sled, slide on the ice, skate (double runners at first)
To swim

ACTIVITIES

Involve other children in these activities whenever possible.

Play tag
Play hide and seek
Free play
Jump off a step or over a low (very low) box
Jump into a sandbox
Hit a tether ball with the hand or a flat paddle

Walk down stairs beside your child; up stairs, behind him. (See LEARNING STEP EIGHT - GROSS MOTOR.)

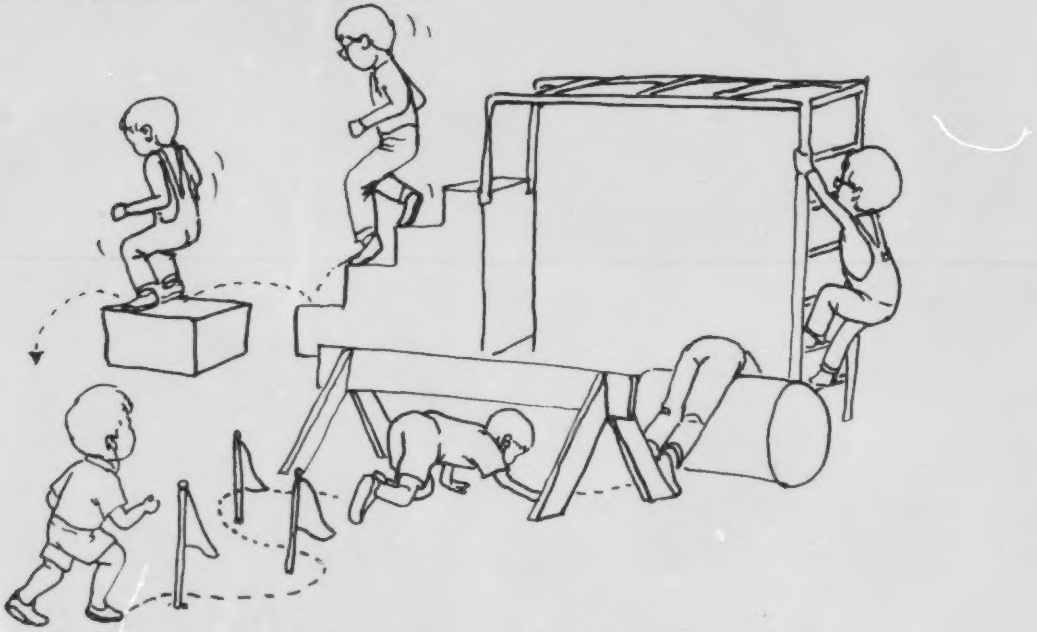
Help him climb up the ladder of a low sliding board, and encourage him to slide down. Have another (older) child go up with him and slide down with him if you aren't agile enough to do it!

At the beach (or on the grass anywhere) toss a big beach ball back and forth. Easy to see!

Put several balls - all sizes and types - in a big basket, and encourage your child to toss one after another. After he develops some skill, set up a target area to train him to direct or aim the ball. Finding the balls and putting them in the basket develops other abilities, such as scanning, searching, tracking, grasping, and releasing.

Play action music - and walk, skip, run, and hop with your child in time to the music.

Play circle games.
Play a simplified version of touch football or paddle ball.
Walk backwards.
Walk in a circle.
Climb and swing from a Jungle Gym or other climbing apparatus.
Climb out of a packing box.
Set up an obstacle course.



Then help your child go through the course, by going around, over, under, or through the various obstacles.

WINTER TIME

In a large part of the United States the winter months offer a complete change as far as outdoor activities go. When it's cold and snowy, help your child:

Build a snowman.
Make and throw snowballs.
Roll in the snow, lie flat and make an angel in the snow.
Pull a sled.
Ride on a sled (or a disc or wooden shingle).
Slide on the ice.
Learn to move on double runner ice skates.

SWIMMING

Swimming, which is one of the most enjoyable and beneficial of all activities, enjoyed by many deaf-blind children, is discussed in the ninth LEARNING STEP of this series.

CONCLUSION

You are the person who will be with your child and who will play a major role in his growth and development during the years ahead. It is not possible for us to include every activity in which he can take part. As you observe him, and as you take note of games and recreations which other children enjoy, you can discover or create opportunities for him to exercise his body and learn new skills. You will have to be alert and observant, and sometimes imaginative, in finding ways to help him develop as he gets older. The suggestions in our LEARNING STEPS can often serve as stepping stones to new ideas of your own.

NOTE: There are twelve lessons and twelve COMMUNICATION LEARNING STEPS, but only ten in this GROSS MOTOR series. This ends the GROSS MOTOR LEARNING STEPS.

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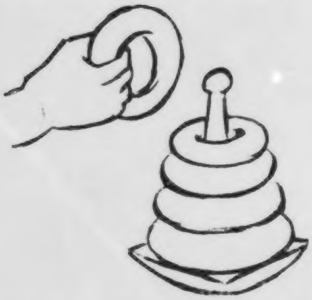
FINE MOTOR DEVELOPMENT



LEARNING STEP ONE

IF

Your child does not yet pick up medium sized objects, using his whole hand (although he may reach toward something he can see) -

YOUR GOAL NOW

Teach him to reach for and pick up objects that fit in his hand, using his palm and fingers.

YOU NEED

Be prepared to encourage your child to use his hands to pick up a variety of articles in everyday routines (at mealtimes, in the bathtub, when he's getting dressed, etc.).

Have on hand some small or medium sized blocks, and some "child size" plastic or wooden toys that can be easily grasped by a child's hands: doughnut shaped rings, lightweight unbreakable plastic toys, and small toy animals substantial enough to be firmly grasped, are possibilities.

Cover several of the blocks by gluing paper or fabric of different textures on the sides.

YOUR DAILY ROUTINE

Mealtime

Breakfast, lunch, and supper offer three chances each day for practice in picking up small pieces of toast, a cracker, or a ripe pear wedge. Guide your child's hand toward the article of food. Help him pick it up and take it to his mouth. Name each article, and sign and say, "EAT."

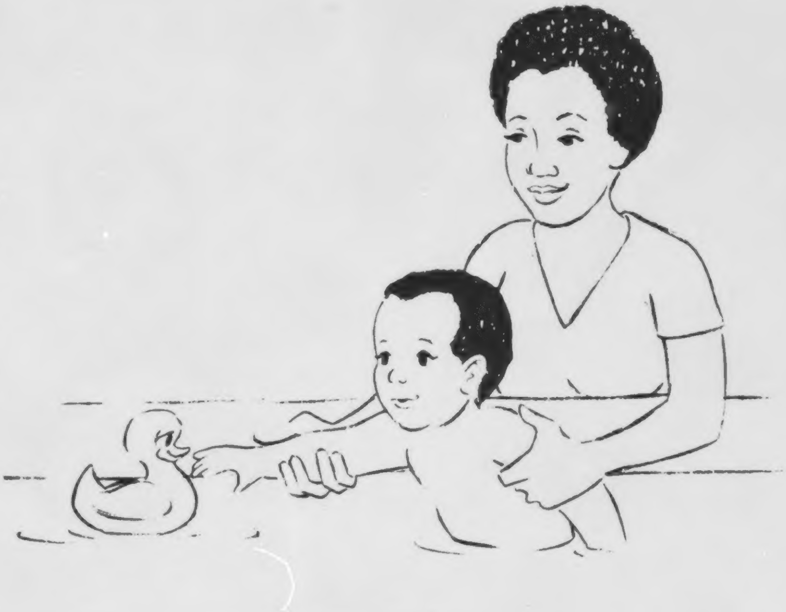
Getting Dressed and Undressed

Let your child feel one shoe: say (sign and help your child sign) "Shoe on!" Put it on him. Guide his hand in picking up the other shoe, which he may recognize by touch. After several tries, help him pick up both shoes, one at a time.

When it's time to take off his shoes, help him sign "OFF" after you have said and signed it. Then put your hand over his and help him pull his shoe off. (This comes before learning to put the shoes on.)

Fun in the Tub

Practice using hands and fingers is easy and fun, especially in the bathtub. Help your child take hold of such bath toys as a floating duck or fish - or even a small bar of soap, as its slippery surface will be a new experience. Mention each and every article he touches or picks up, and use a few adjectives -- saying about the soap, for example, "It's SLIPPERY!"



PLAYTIME

(5-10 minutes each day)

Prop your child in a sitting position on the floor or for support strap him in a play table (or eating table or high-chair). Place one block in front of him. Guide his hand to it, and have him touch and stroke one side (one texture). Say a descriptive word - such as "Rough!" "Smooth!" "It tickles!" Use a second or third block or toy depending on his interest. (Blocks can be covered with various textured materials.)

Guide his hand again to the block, and with your hand over his, help him pick it up. Let him handle it until he is satisfied!

(DO NOT USE OBJECTS THAT ARE SO SMALL
THEY WOULD HAVE TO BE PICKED UP WITH
THE FINGERTIPS)

Variations

Use any small, bright colored objects of various shapes.

PAT-A-CAKE is a familiar game that will be another way to help your child know he can do things with his hands.

With your hands over his, help him clap his hands in rhythm as you say or sign the little Pat-a-Cake verse.

"PAT-A-CAKE, PAT-A-CAKE, BAKER'S MAN
BAKE ME A CAKE AS FAST AS YOU CAN
PAT IT, AND PRICK IT, AND MARK IT WITH "B"
AND TOSS IT IN THE OVEN FOR BABY AND ME!"

ALWAYS USE THE RIGHT LANGUAGE

In all daily routines and in the games you play with your child, always use the words and, when possible, signs for objects and actions. You make the sign, then help your child make it. In this step, we suggest the use of:

Roll over!
Pick it up!
Put it down!
Shoe on!

Fish
Block
Ball
Shoe

See the Chart of SIGNS with LESSON ONE. (In the list above, each word that is to be signed is underlined.)

Also, use other words - names of objects and descriptive words such as "Rough" or "Smooth."

Whenever your child can pick up and grasp for several seconds a "child's hand size" object, you and he are ready for the next LEARNING STEP.

Let us know when you are ready for STEP TWO of the program on Fine Motor Development.

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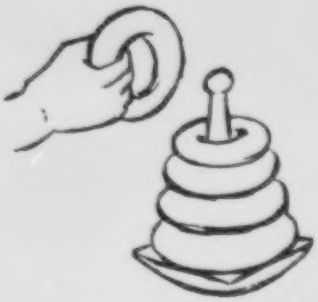
FINE MOTOR DEVELOPMENT

LEARNING STEP TWO



IF

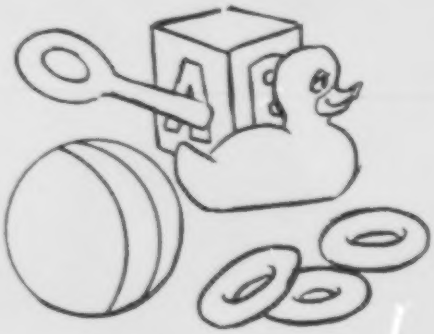
Your child has begun to notice small to medium sized toys or other objects, tries to reach for them, can take hold of them with one or both hands (but not yet with his thumb and fingertips)

YOUR GOAL NOW

Will be to encourage him to do more reaching for and grasping of toys and things; to encourage him to search for and pick up something he has dropped. Also, help him learn to transfer an object from one hand to the other, as well as to have fun shaking and banging toys.

YOU NEED

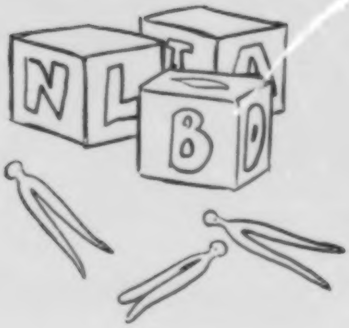
A variety of attractive toys small enough that your child can easily grasp them with both hands or with one hand. They should not be too big for him to hold nor so small that they must be picked up with the fingers (at least not until he has learned to handle medium sized toys).

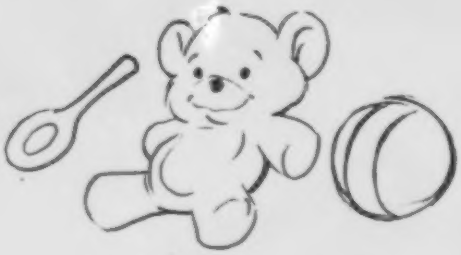


LESSON FIVE will include a section on toys and play material. A few ideas for now are on the back of this page.

WOODEN, RUBBER, OR UNBREAKABLE PLASTIC BLOCKS

WOODEN CLOTHESPINS (Not the snap type). These may be dipped in bright colored, fast drying, nontoxic paint or used as they come, in the natural color of the wood.



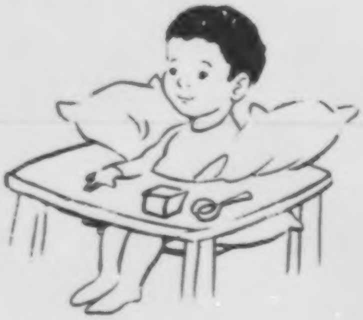


RATTLES

WASHABLE STUFFED TOYS OF VARIOUS COLORS AND FABRICS with no small decorations such as buttons and bells that the child may swallow.

A SMALL BALL (Maybe one with a bell inside!)

A SEAT WITH A TRAY (or a feeding or play table: one in which your child can be supported if he cannot sit alone).



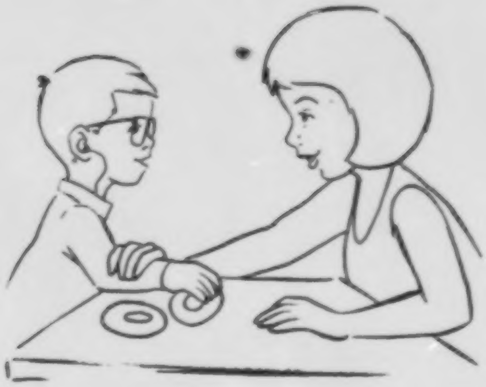
SMOOTH EDGE TINS CANS; A BASKET OR TWO.

A TOY CHEST OR TOY SHELVES.

SMALL BOXES OR CARTONS.

WHAT TO DO

Seat your child (supported if necessary) and sit facing him. Try to be at his eye level, close to him. Have a toy in one hand. Mention it by name, and make the sign for it. (If you don't know the sign, use a simple descriptive gesture.)



Guide his hand to the toy to let him touch it. Pull the toy (gently) an inch or two away to encourage him to reach for it. If he doesn't, help him. Take his hand in yours and place it on the toy.

Demonstrate shaking and banging a rattle or other toy. Say "SHAKE, SHAKE, SHAKE" or "BANG, BANG, BANG." Use CO-ACTION again, putting your hand on your child's to help him have the fun of banging or shaking a toy. Also, help him transfer a toy from one hand to the other.

Note that in this little game we call upon most of your child's senses: his sight, hearing, touch, and "muscle sense." This is the feeling and sensation of using joints and muscles as he bangs or shakes a toy.

YOUR CHILD IS READY

For the next LEARNING STEP in this series on FINE MOTOR DEVELOPMENT - use of hands and eyes together - when he can succeed in picking up, holding, shaking, pounding, and transferring from hand to hand a medium sized, easily held toy.

Note: In the list of "Other Sources of Help" in Lesson Two (page D-B.II.13) is an address where you can get a free guide to help you select toys for your child.

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JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

FINE MOTOR DEVELOPMENT

LEARNING STEP THREE

IF

Your son or daughter has begun to reach for and take hold of of medium sized toys or objects, and has started to enjoy shaking or banging them;

IF

He has attempted to transfer an object from one hand to the other, he is ready for this LEARNING STEP.

YOUR GOAL NOW

To encourage your child to go on learning to use his hands more skillfully; to help him find pleasure in handling and examining objects; to show him how to look for, locate, and pick up something he's dropped.

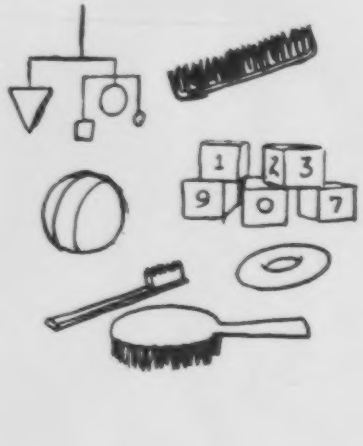
YOU NEED

A cradle gym or dangling toys

A ball that can be grasped with the hand or with both hands

Blocks or other forms of toys slightly smaller than those which he had handled in the past. They should not be small enough for a child to attempt to swallow.

All your child's own personal self-care articles, such as his toothbrush and comb



WHAT TO DO

EVERYDAY ACTIVITIES

Your daily routine such as mealtime, getting up each morning, naptime, and going to bed at night offer opportunities to help your child learn to coordinate the use of his hands and eyes.

Help him notice, reach for, and pick up the many small objects and articles that are part of everyday life. Sometimes it is quicker to "do it yourself" - pick up a shoe when dressing or undressing your child, or a toothbrush, a bar of soap, or a floating toy in the bathtub - but this will not help your child learn to use his eyes and hands. Begin now to allow your child the time to learn to do things for himself. He will need your encouragement and help.

Getting Dressed

Your child has had many chances to become familiar with his shoes, as they are put on or taken off many times a day. They are important objects in his everyday life. He will have more interest in handling something familiar than in handling unfamiliar objects.

We use "Shoe" as an example of steps to be followed in teaching him to locate, reach for, and pick up any familiar object. These steps apply to all personal articles such as his clothing, toothbrush, soap, comb and hairbrush, washcloth or towel, his cup and spoon. These objects can provide opportunities to help him learn to use his eyes and hands. While it may be quicker to "do it yourself," we urge you to allow time to help your child learn to find and pick up all these things. You will teach him a valuable lesson in independence. At the same time, you will teach him to coordinate his eyes and hands.

Steps in Picking up a Shoe

1. Mention and sign "Shoe," and guide your child's hand in the sign. (See the chart of signs in Lesson One.)

2. Shake the shoe slightly to attract your child's attention, touch his hand with it to help him notice it; then place the shoe in front of him, (not *in* his hand) so he has to reach for it.

3. Wait a second to see if he reaches for it. If he does, wait to see if he grasps the shoe.

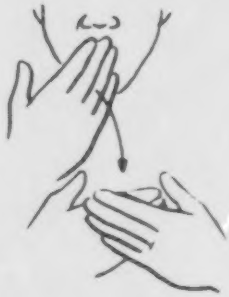
4. If he doesn't reach or take hold of the shoe, help him *at once*. ALWAYS HELP HIM WHEN HE NEEDS HELP, BUT ALWAYS GIVE HIM A CHANCE TO DO IT HIMSELF, FIRST.

5. Immediately reward him with approval, shown by:

   A pat on the back
   A big smile
   The word and sign "GOOD!"

(Illustrated here and in the Communication section of Lesson Three.)

GOOD



The right hand touches mouth and moves down, palm up, into the left open palm. (A pat on the back is also acceptable.)

PLAYTIME

Save a few minutes two or three times a day to enjoy your child. Play with him. Have fun. These "together times" can offer good opportunities to improve his eye-hand coordination.

1. MUSIC can be a source of pleasure for any child with even a tiny amount of hearing. Even profoundly deaf children can pick up (by vibration) the beat of music. Make it fun, not work!

   Hold your child on your lap or sit beside him. With your arms around him, help him clap to the rhythm of a lively march or polka (say clap-clap-clap). Or sing a simple song and help him keep time. (This helps him become aware of his hands and teaches him to bring them together.)

2. TABLETOP PLAY: The three-sided eating table is ideal for play with small toys, and we recommend it. However, a highchair or jumper seat with a tray will do.

   Suitable toys include anything that can be held, but not so small as to require fingertip handling. Any small toys enjoyed by young children can be useful in helping your child learn to use his eyes and hands.

   Introduce one toy at a time and follow exactly the same steps as described earlier for "Shoe."

   If your child drops a toy, help him find it and pick it up. Do this every time he drops (or throws) something. Put it within his reach, then take his hand and guide it to the object. When his hand touches the object, help him pick it up.

3. PLAYPEN OR FLOOR PLAY: The toys used are much the same as for tabletop play; however, playing on the floor or in the playpen provides an opportunity for your child to use his whole body as well as his hands.

   Push and pull toys and a sponge ball offer practice in reaching for and picking up toys, and are especially useful in helping a child go after something that has moved a short distance from his hands.

SUMMARY

These activities should be play, not work. Sit on the same level as your child when playing with him. If you are playing with him at the feeding table, sit facing him; if he is playing on the floor, sit with him so he can see your face. Enjoy being with him. Enjoy the simple and childlike play that will interest your child at this time.

WHEN

Your child tries to:

Reach for and pick up small to medium sized objects;

Search for and pick up something he's dropped;

Ask us for the fourth LEARNING STEP on Fine Motor Development.

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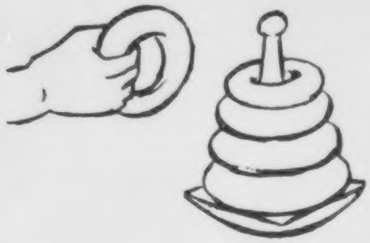
FINE MOTOR DEVELOPMENT

LEARNING STEP FOUR



IF

Your child can now pick up medium sized to small objects, using his whole hand, can transfer things from one hand to the other, and likes to shake and bang toys, he is ready to have you help him toward -

NEW GOALS

At this stage of the game, your goals will be to teach your child to pick up small objects such as big buttons, small cubes or blocks, poker chips, pop-it beads (watch him if he still puts everything into his mouth), using his thumb and index finger. Also, you will encourage him to reach for and pick up any toy or object that is close to him, and bits of food of different kinds and textures.

YOU NEED

Small cubes or blocks

Small plastic figures

Crayons (washable)

Poker chips

Empty spools; plastic eggs

Cheerios or small cookies

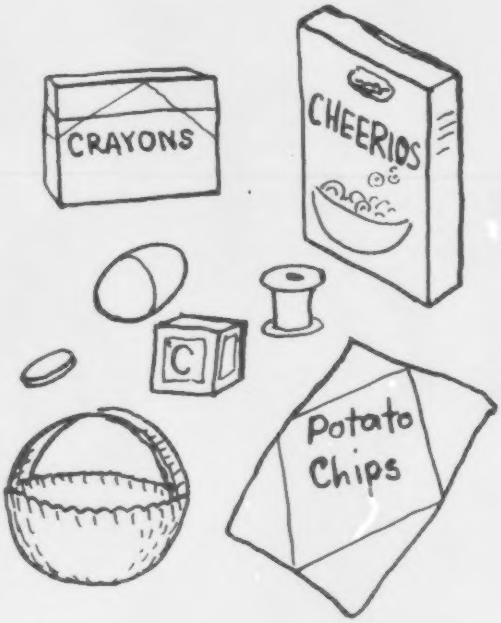
Potato Chips or Toast squares

Diced ripe (soft) apple or pear

Pieces of cheese

A bag

A basket



WHAT TO DO

At snack time, give your child a few of the little round O's - Cheerios. Take his hand in yours and guide his thumb and finger in a pincer movement, to help him pick up, one at a time, the bits of cereal. Don't rush him. Help him!

Do the same with the other foods listed under "What You Need."

Use of the finger and thumb in this "pincer movement" can be encouraged when you have your child pick up his comb or toothbrush, or when you help him pull down a zipper. He is not likely to be ready for a while to manage buttons.

PLAY—IT'S A CHILD'S WORK

Before you introduce a tiny object or two, help your child have a feeling of success as he picks up a somewhat larger object, using a whole-hand grasp. Praise him; give him a quick hug or pat on the back.

Then let him feel a small plastic or wooden cube or block. Pieces from a LEGO building set, a Tinker Toy, building bricks, or an empty small spool could be used. Place the object - let's say a small cube - in his hand. Clasp his hand firmly over it. Then slip it between his thumb and index finger, and press the tips together in a firm grip.

Next, put the cube (or whatever you are using) close to him, and take his hand to help him locate and pick it up, using his thumb and forefinger.

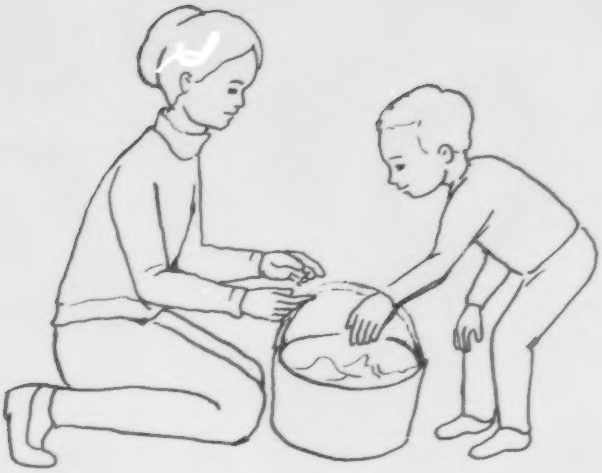
The tabletop, or a smooth floor surface, is a good place for this "pick-up" game. Play this often.

A VARIATION

Put several small objects into a bag. Let your child feel and look at each object as you drop it in. (The bag should be large enough for your hand and his.)

Then make a big show of peeking into the bag and having your child do the same. Then take his hand in yours and help him "fish for" and pull out the small objects.

A smooth edged coffee can can be used in a similar game. Have your child's hand on yours (or in it) as you drop objects into the can. Then, as with the bag, help him retrieve them. (He may not be able to release objects voluntarily at this time.)



A TREASURE HUNT

Use a basket for this game, or if you have none, substitute a shopping bag that can be carried over your arm.

Go through the house, from one room to another, with your child. Look for and pick up "treasures." Say - "Oh - a button!" and help your child use his thumb and finger to pick it up. "A sock!" - the same. Name the object, use the sign, and help your child sign whenever possible. Pick up any miscellaneous articles that may be scattered throughout the house.

This game provides:

Practice in picking up small objects.

Chances for use of language (both words and signs).

When you are through - a neat house! This is one way to do something that needs to be done and at the same time provide a learning experience for your child.

SET THE STAGE FOR LEARNING

Continue to encourage your son or daughter to look for, search for, and reach for nearby objects. Frequently "plant" an article - a toy, an article of clothing, or a small box in a place where you can call it to his attention. Soon he will find things on his own. For now, make it easy.

WHEN

Your child has developed some ability to use his thumb and index finger together to pick up small objects, and when he can voluntarily reach for nearby objects, go on to the next LEARNING STEP.

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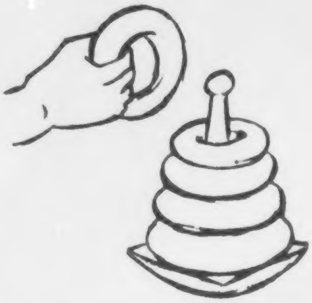
FINE MOTOR DEVELOPMENT

LEARNING STEP FIVE



IF

You have noticed that your child can pick up small, even tiny, objects with his thumb and index finger, and

IF

He reaches out to grasp nearby objects, and transfers things from hand to hand -

YOUR GOAL

Now is to help him learn to release something voluntarily - let go of it deliberately. Then he can learn to throw a ball.

To use his eyes and hands together with increasing skill.

YOU NEED

Two or three piece puzzles or form boards

Puzzles with small knobs on each piece. (Like those made by Fisher-Price or Simplex or homemade.

Pop-it beads to put together

A peg board (or golf tees to stick in styrafoam)

Large colored beads and shoelace on which to string them, or rigatoni (large macaroni) and yarn

Green peas or dry beans

Dominoes, checkers, buttons

A smooth edged can, a small box or carton. (A berry carton is a good size.)

A Jack-in-the-Box or similar toy with a crank or small handle to turn

A sponge ball (or a cloth ball)

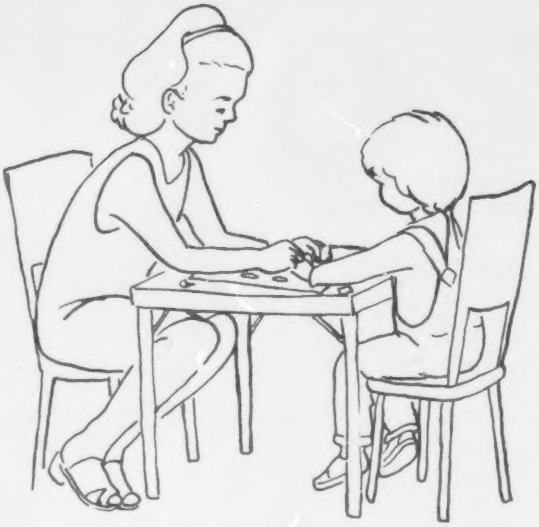
Small stones (pebbles)

(Other play material is listed in Lesson Four.)

WHAT TO DO

The various small objects listed above can help your child use his eyes and hands together, and to help him perfect his "pincer" grasp. Also, use them to teach your child to let go of things when he wants to. You must provide enthusiasm and hold his interest so he will enjoy the games.

The peg board, beads to string, and pop-it beads are almost self-explanatory, but here are some ideas for their use:



Place the peg board in front of your child. Say "Pick it up," as you help him pick up one peg at a time. Place your hand on his, tell him to "Push!" Help him push it into the hole in the board. As a substitute (or just for variety), use golf tees and help him pick them up, one at a time, and push them into a block of styrafoam. Candle holders or birthday cake decorations can be used, as a change in this activity. Pushing whole cloves into an apple is a similar game - and offers an interesting experience and a new "smell."

Show your child how to pull apart and push together pop-it beads. Another activity is to help him push the tip of a shoelace through the holes of big beads. The tip of the shoelace should be an inch longer than any one of the beads.

DO IT YOURSELF

You may use thick yarn or heavy cord instead of a shoelace. Dip the end in white glue to make a tip four or five inches long. When the glue dries, a tip of this length is easy for a child to hold and put through the bead. Holding the string in one hand and the bead in the other is a good exercise in eye-hand coordination. Use the right words and signs - "Pick it up!" "Push," "Pull," "Finished!" - for example.

Occasionally, although not when his hands are occupied with a task, place your child's hand on your cheek so he can feel the vibration of your voice as you talk to him.

"DROP IT" GAME

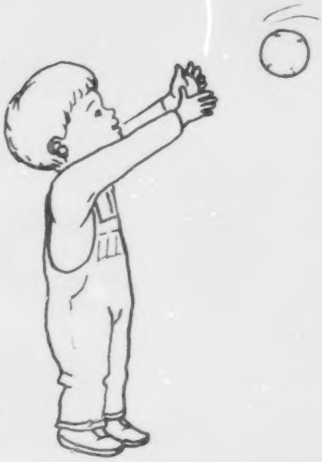
Make a game of taking turns in picking up checkers or buttons, or the beads or pegs mentioned above, and dropping them into a small box, coffee can, or any container. Say "Drop it" or "Let go," and mention the beads, containers, or other play material by name. Help him loosen his fingers to release the object if he hasn't learned to do this.

IN THE KITCHEN

When you are working in the kitchen, you might give your child some dried or fresh peas or beans to pick up and put in a container. Let him know he's helping! He could put them in a small pan so you could cook them. Let him see you add water - and feel the water. Then let him touch the warm, not hot, finished product. He may, with your encouragement, be willing to taste one of the cooked beans or peas.

TURN A CRANK

Place your child's hand on the crank of a music box or Jack-in-the-Box. Help him turn the crank and listen for the music or see "Jack" pop out of the box. Help him crank the cooked peas or beans (or other fruit or vegetable) through a food mill or sieve. Then he can eat the food he's helped prepare!



PLAY BALL

The soft sponge ball is light and easy to handle. Also, it will not frighten your child if it hits him, because it is soft.

Show him the ball. Let him handle it. Help him squeeze it. You take the ball, and have him cup his hands to catch the ball. Then help him drop it into a big can or wastebasket.

After he has learned to let go of the ball, take his arm, and help him fling it. Don't worry about where it goes - or how far. Laugh with your child at the fun of tossing a ball and picking it up to throw again. We suggest playing ball outdoors. Your child should learn that throwing things in the house is not allowed. Be consistent.

NEXT

After your child becomes skillful in picking up small things, using his index finger and thumb together, and after he is able to release them at will - and to toss or fling a ball (no matter where it goes!), he will enjoy new activities. Go on to the next LEARNING STEP (Number Six) on Fine Motor development.

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FINE MOTOR DEVELOPMENT

LEARNING STEP SIX

IF

Your child plays with and releases small objects (including a ball) when he wants to -

YOUR GOAL

In this LEARNING STEP is to teach him to:

Stack small blocks.

Put objects in containers and take them out.

Hold a crayon and scribble on big sheets of paper.

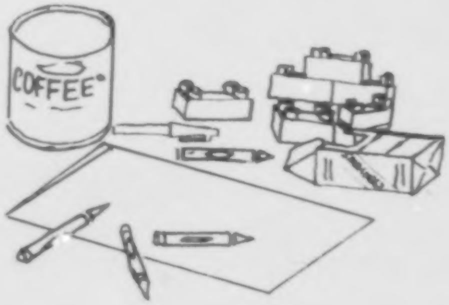
YOU NEED

Blocks: (Perhaps Lego* interlocking bricks to start with); small wooden, cardboard, plastic or sponge blocks.

Small containers such as empty coffee cans, cottage cheese containers, a small pail.

Crayons or nontoxic felt-tip pens.

Large sheets of newsprint or shelf paper.



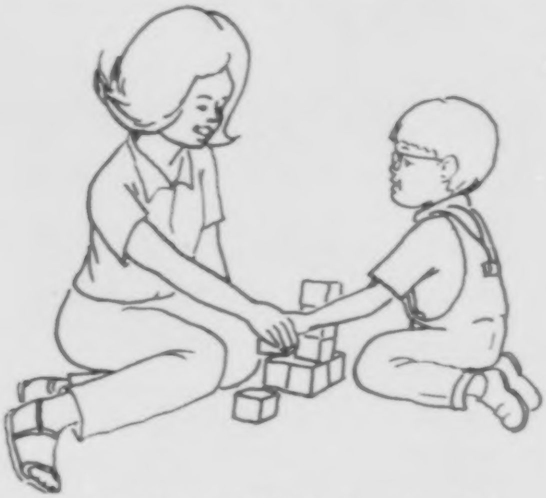
WHAT TO DO

Choose one of the following activities to start and gradually introduce the others.

STACKING BLOCKS

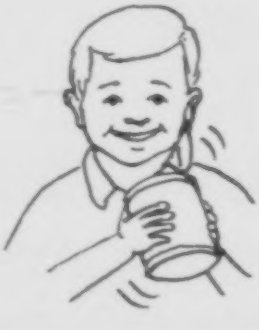
Let your child see you put one block on top of another; then place one block in front of him. Using co-action, encourage him to pick up a block and place it on top of another. You will have to co-act (guiding your child's hand in yours) many, many times before he learns what to do. Stacking blocks and pushing them over is not only fun, but helps to build eye-hand coordination.

Language (signs and words): "Pick it up," "Put it on," "Push."



Use checkers or small sized cubes or blocks. Put two or three beside a container, such as an empty coffee can with a hole in the plastic lid. Have your child watch you pick up one of the objects, and then pause. Say "Put it in." "Here it goes," "Drop it." Whichever phrase you choose, continue to use the same phrase each time, in order to reinforce the language. Again using co-action, help your child drop one of the objects into the can.

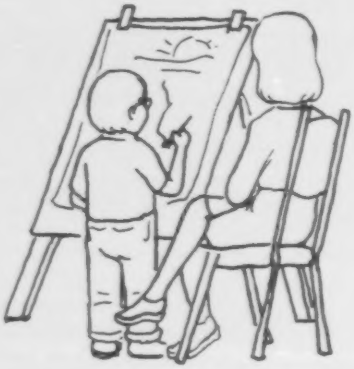
Every so often, help your child pick up the can and shake it. The sound and vibration will help make this activity fun as well as stimulate other senses. As your child plays with his toys he develops muscles which are used in everyday self-care activities, such as dressing/undressing and eating.



SCRIBBLING

Sit with your child and place the paper on a hard, smooth surface. Or clip the paper to an easel. With a crayon or felt-tip pen, make some large strokes on the sheet of paper.

Take your child's hand and help him make marks on the paper. He will doodle, explore, and experiment with the felt-tip pen, the paper, as well as the marks and designs he creates. In learning to hold a crayon and use it appropriately, he will be developing new awareness of what he can do with his body.



Use dark or bright colored crayons and large white or cream colored paper, so that your child may notice the contrast. The dark color scribbles will stand out on the white or very light paper.

LIMITED SUPERVISION

Your supervision will be necessary to help your child learn where and how to use these new toys. He may need reminding not to put the pen or crayon into his mouth; that they are to be used only on his drawing paper. Oftentimes, toys are used for visual stimulation (flicking). Discourage this by redirecting his attention to the proper use of play material.

Ask us for another LEARNING STEP (Fine Motor) after you've taught your child to:

Stack blocks.
Drop a few objects into a container and take them out.
Hold a crayon and attempt to scribble.

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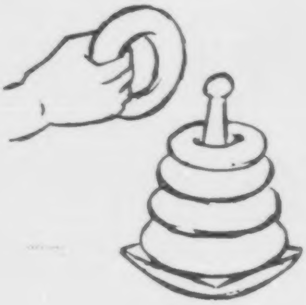
FINE MOTOR DEVELOPMENT



LEARNING STEP SEVEN

IF

Your child can -

- Stack blocks
- Drop a few objects into a container
- Take them out (one by one)
- Hold a crayon
- Try to scribble

YOUR GOAL NOW

To help him learn to -

- Put two or three geometric shapes into a form board
- Pull pegs out of a peg board
- Scribble more, and begin to make vertical and horizontal strokes, perhaps imitating your marks or your writing
- Use a hammer on a pounding board
- Turn a few pages in a book

YOU NEED

A form board - bought, or home-made (see instructions on the next page)

Peg board

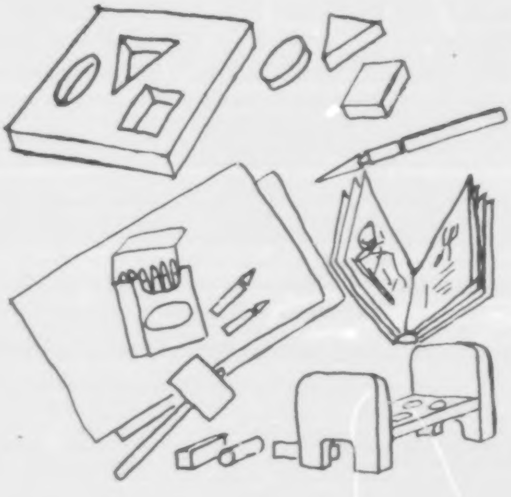
An Exacto Knife

Large sheets of plain or white or light colored paper

Crayons, chalk, or felt tip pens

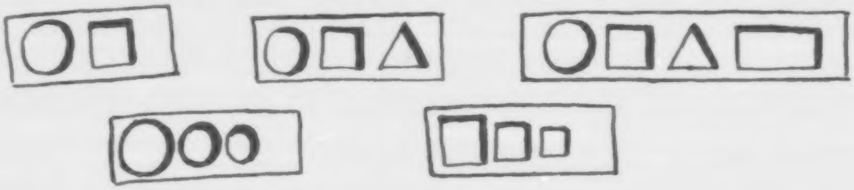
Picture books

A pounding board and hammer



HOW TO MAKE A FORM BOARD

Begin with a simple homemade form board. Trace around blocks or geometric forms (a circle, a square, and a triangle which may be part of a game or toy) on a piece of corrugated cardboard. Use part of a grocery carton or packing material. After outlining the shapes, cut these out, using an Exacto Knife. Paste black or dark colored paper over the back of the board, so that it shows through the three holes. This makes for contrast between the board and the cutouts, and will help your child see the openings. The blocks or geometric forms, which you used as patterns, can also be used as inserts. They will be easier for your child to handle than the cutouts, which may, however, also be used as inserts.



You can make a series of form boards:

A puzzle with a circle and a square
A puzzle with a circle, square, and a triangle
A circle, square, triangle, rectangle
Three different size circles
Three different size squares (all in a straight line)

Make other boards with cutouts of different shapes, scattered randomly on the board.

WHAT TO DO

Form Board

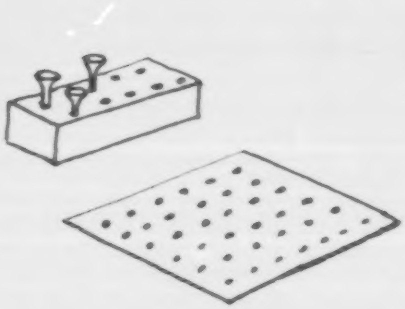
This game can be bought in toy stores, but the homemade board, described above, will do as well.

Sit with your child and show him the board with two cutouts. Hold his hand and help him trace around the circle with his finger. Then trace the matching round opening in the board. Using co-action, help your child pick up the circle, guide his hand to the correct opening. Help him push the insert into the hole. Help him succeed. Do the same with the square piece.

CHILDREN LEARN BY DOING

After he completes the task several times, with you guiding him all the way, your child may be able to push the two pieces into the correct holes if you start him in the right direction. Eventually, using sight and touch, he will be able to put the simple forms into place by himself.

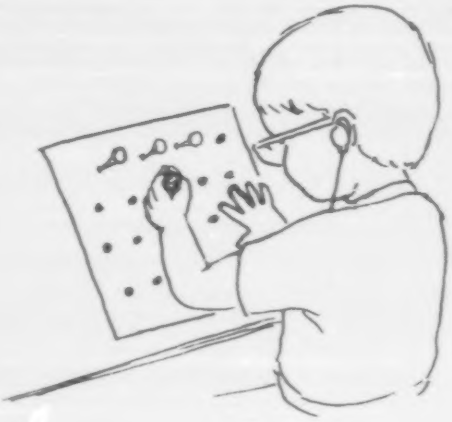
When he masters the circle-square form board, introduce the others we have described.



Peg Board

A square acoustic ceiling tile or a peg board from a local builders' supply store, with golf tees as pegs, will do. Or you may buy a wooden peg board with large pegs, or a crepe foam rubber board with plastic pegs that have a large knob on the top for easy grasping. A piece of styrafoam with golf tees as pegs is a homemade variation.

Insert only a few pegs to start; then, show the peg board to your child and let him feel the pegs and the holes. Guide his hand to grasp one of the pegs, then help him pull it out of the hole. (A good chance to say and sign "Pull!") Then guide his hand in pulling one peg after another until he's succeeded in pulling out all of the pegs. Help him drop each peg into a coffee can or shoe box. Insert more pegs, and begin encouraging him to pull the pegs out by himself. After a period of several days, gradually take away your help, until he can pull the pegs out with no help from you. As he develops better eye-hand coordination, you can help him learn to push the pegs into the holes.



Dark Crayons, Light Paper

Use only one color at first, and let your child experiment in his own way - scribbling, dotting, making big slashes or using the crayons any way he likes. Have one firm rule: his experimentation must be on the paper. Learning to stay within its edges is a step in learning.

USE WRITING TOOLS

As he begins to scribble freely and hold the crayon firmly, you can sometimes draw a straight line up and down or across the page. He may imitate your marks. Try big circles, too. Print his name or a caption for a picture - and, of course, say and sign it. While you are not teaching him to print at this stage of the game, all this will get him ready to learn to print. He can become familiar with new words - "a straight line," "go across the paper," "go up and down," for instance.

The satisfaction of using a crayon (see Lesson Seven's information on creative activities) is more important than the way he uses it. Nonetheless, your child's ability to use his hands and eyes together, to recognize and begin to copy lines and forms, his dexterity, and his familiarity with drawing or writing tools can be fostered and developed by using crayons, chalk, or felt tip pens.

FOR NOW, FREE USE OF MATERIALS

At this beginning stage of experimentation, let your child use the paper and crayon (or chalk or pen) freely. Do not try to get him to draw a pretty picture or a true-to-life object. Just help him learn how to handle the materials, and encourage him to feel confident and happy about his ability to use them. Your pattern of horizontal and vertical lines will be a start in helping him learn to copy or imitate.

Pounding Board

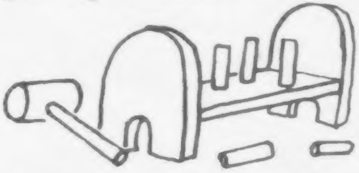
A pounding board (or pounding bench) in its simplest form is a thick piece of board mounted on two supports, with several holes into which tight fitting lengths of wooden pegs fit snugly. The pegs may slip through, or can be nonremovable so that after a child has pounded in one direction, the board can be turned over and the pegs or rounds pounded back the other way. The hammer is actually a wooden mallet.

There are variations of this basic pounding board, but the basic principle and use are the same. As in all other activities, describe the board - use words and signs. Let your child look at it and explore its "feel" and possibilities. Demonstrate its use and help him, at first, pound a peg. Let him feel on top of and underneath the board to become aware that the peg has been pounded through the hole. Gradually let him carry through on his own.

Turning Pages

Use a picture book with paper thick enough to turn easily. Slowly turn a few pages, pointing out pictures as you do. Let your child enjoy each picture and build up his interest in what's ahead.

Next time, help him turn the pages. As the day or weeks go by, give him encouragement and motivation (with new, bright, and interesting simple picture books) in turning pages by himself.



NEXT

When you have helped your child -

- Insert simple geometric shapes into a form board
- Pull pegs from a peg board
- Scribble, possibly beginning to imitate your vertical or horizontal lines
- Use a hammer on a pounding board
- Turn a few pages in a book

THEN

Ask us for LEARNING STEP Eight, Fine Motor. In it we'll help you develop your child's use of his hands and eyes with new, slightly more advanced activities.

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JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
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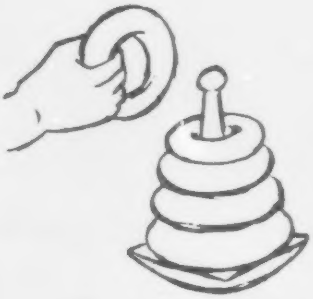
FINE MOTOR DEVELOPMENT

LEARNING STEP EIGHT



IF

You have helped your child:

- Put simple shapes into a form board
- Pull pegs from a peg board
- Scribble, possibly imitating vertical or horizontal lines
- Hammer
- Turn a few pages in a book

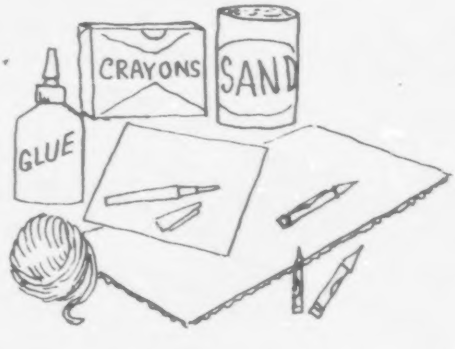
YOUR GOAL NOW

To help your child begin to:

- Use crayons or felt tip pens imitating loose or free circular movements.
- Color or paste within "tactile" boundary lines.
- Line up and push three or four blocks in a row.
- Put simple puzzle pieces into corresponding holes in a puzzle board.

YOU NEED

- Crayons and felt tip pens
- Large white or light paper
- Glue, sand, and yarn
- Simple puzzles (can be homemade)
- Large piece of cardboard



WHAT TO DO

DRAWING CIRCLES

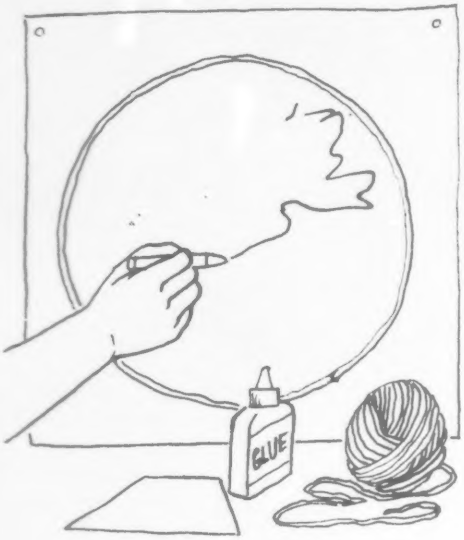
Sit with your child, and using your hand and arm in a big, loose circular movement, draw a circle on the paper. Say "Round and round" as you draw the circle. Guide your child's hand (co-action) in duplicating this circular movement, saying "Round and round." Then take his finger and trace around the circle. After a few co-action experiences, encourage your child to draw big circles independently. At first you might start him in a circular motion, then ease your hand off his. He may complete the circle. If not, offer more help. He may need more co-action to reinforce this kinesthetic experience, when you reintroduce this activity.

A TACTILE CIRCLE

On a large piece of paper, draw a big circle, then drip glue along the penciled line. While the glue is still sticky, sprinkle sand on it or press a long length of yarn along the circle.

Help your child trace the circle with his index finger. Then, using co-action, help him color within this "tactile" limit - a boundary line he can see and feel.

If your child goes outside the circle, trace the outline again with his index finger; again show him how to use the crayon inside the tactile boundary line.



Show Your Approval

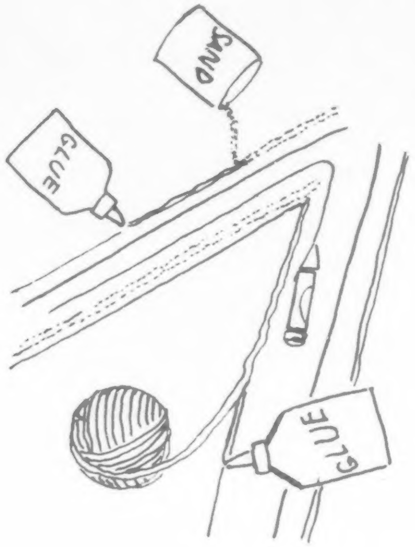
Praise your child for his efforts. Offer a hug, a pat, and say "Good!" when he tries.

Variations

Help your child put paste on the back of paper scraps or other materials to make a collage (a pasted picture) within the circle or any boundary lines. Paint with a brush, or use chalk, within the boundary lines.

Make a tactile square, or other geometric shape, gluing a cord or yarn in the shape you choose.

Also, use a cardboard stencil, the cutout being a simple form, to be used as a tactile guide for coloring.



TACTILE LINES

Make parallel tactile lines, horizontally on the paper, about one inch apart. Draw the lines, glue yarn over these horizontal lines. Help your child use a crayon or a felt tip pen to draw straight horizontal lines between the parallel tactile lines. (See the illustration.) Say "Draw a line." Use coaction at first, then gradually withdraw your helping hand and let him take over the activity.

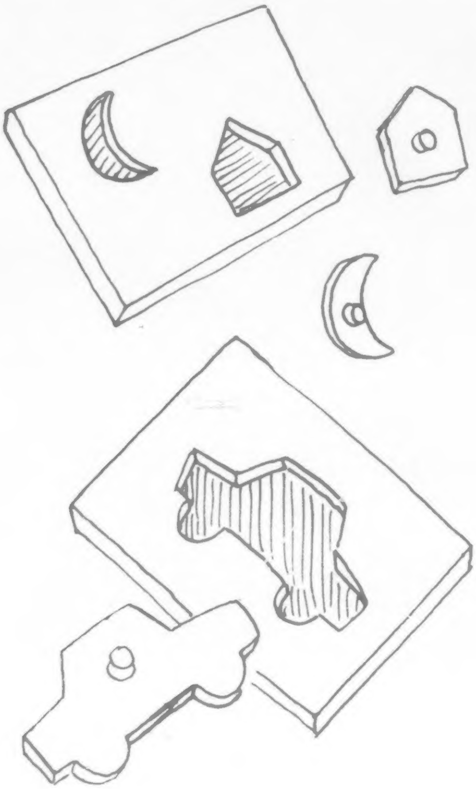
You may vary this activity by using vertical, diagonal, circular, or arc shaped parallel guidelines about 1/2" apart.

A BLOCK CHOO-CHOO TRAIN

Help your child take hold of and line up two or three small blocks. Tell him "Push" (use the sign, too), then help him push the block train, saying "Choo, choo, choo." As in other activities, guide his hand at first. Work co-actively. But as soon as possible, decrease your help and let your child push the train by himself. Soon he may also be able to reach for and line up the blocks himself. A commercially available toy train - simple wooden forms - may be substituted. However, the task of lining up the blocks offers an advantage in this game, if blocks rather than a train, are used. Picking up and putting the blocks in a row develops eye-hand coordination and manual dexterity.

PUZZLE PIECES

In LEARNING STEP Seven we have described the use of simple form boards with geometric shaped inserts. They are the most basic kind of puzzle, offering the greatest chance for success.



Now - the next step will be to help your child insert one piece cutouts in corresponding openings or depressions in a puzzle board. If the opening does not contrast in color with the board's surface, paint it or line it with contrasting colored paper.

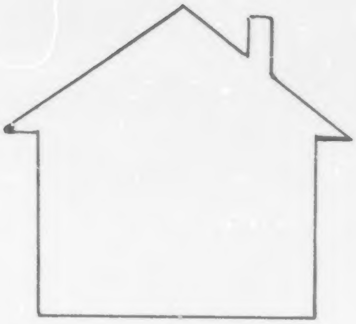
KNOBS OR HANDLES

The cutout piece, in some puzzles manufactured commercially, have knobs on the top for easy grasping. If not, or if you cut out pieces from plywood, fiber board, Masonite, or even heavy corrugated cardboard to make your own puzzles, you could attach a drawer pull (handle) to each cutout piece. The illustration may make it clear that each cutout should be a complete form representing, for instance, a house, a ball, an animal, a child. We also include on page 5 some outline drawings you can trace if you want to make your own puzzles.

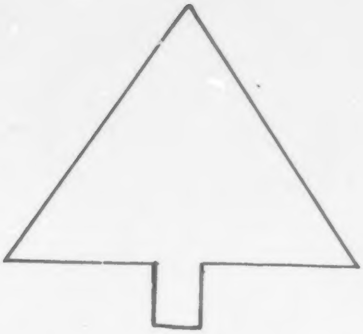
Also, see page 6 at the end of this section for a list of commercially available puzzles, which may be found in local toy stores or department stores. It is not necessary to buy or make more than a few puzzles: use one until it is mastered, put it away and offer another. Any toy will seem new again if is not used for two or three weeks.

If a puzzle is too complicated, or has more pieces than your child is ready to handle, you can cover part of the board or put most of the pieces in ahead of time. (Use masking tape to hold them in place.)

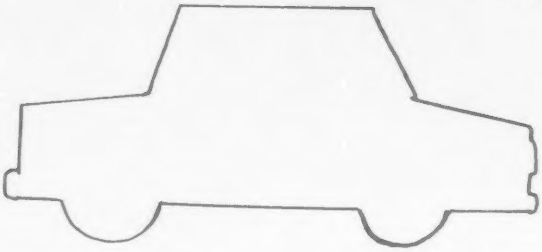
PUZZLE PATTERNS



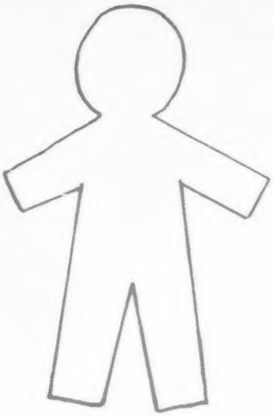
house



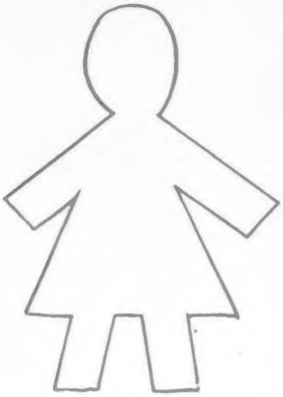
tree



car



boy



girl

LEARNING STEP NINE (Fine Motor) will be sent to you when you and your child have carried out the activities and achieved some success in:

Using a crayon or felt tip pen in imitating circles.

Coloring or pasting within a tactile circle.

Lining up and pushing three or four blocks.

Putting simple inserts into a puzzle board.

(Over)

TRADE NAMES OF PUZZLES

Look for these or similar preschool puzzles in local stores:

- Playskool
- SIFO
- Simpley
- DLM (Developmental Learning Materials)

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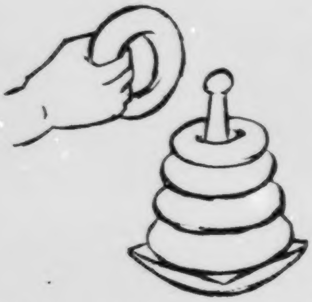
FINE MOTOR DEVELOPMENT

LEARNING STEP NINE



IF

You've helped him paste a variety of materials within a circle (one he can feel) -

AND IF

He tries to line up and push a few blocks and put simple inserts into a puzzle board -

GO ON TO A NEW GOAL

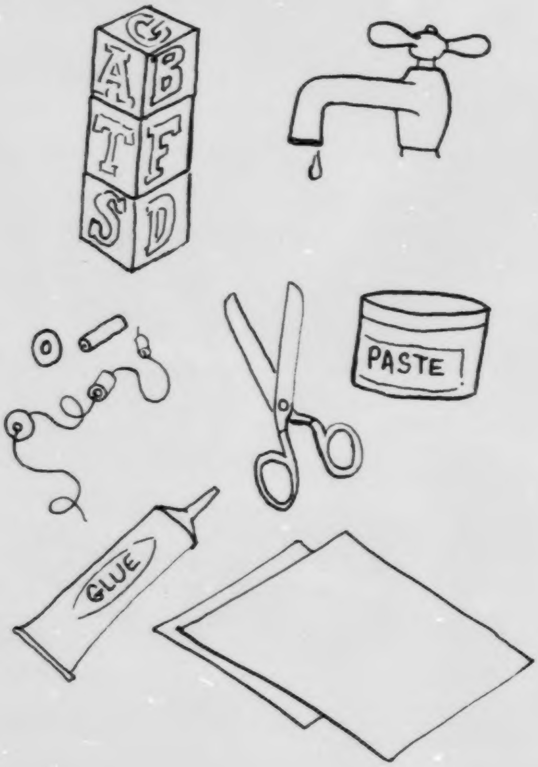
Help your child string large beads.

Build a tower and bridge of several blocks.

Begin to use blunt scissors and paste or glue.

Turn a water faucet on and off.

Plan similar activities of interest to your child.



YOU NEED

Large beads, empty spools, or rigatoni (thick macaroni)

A cord or heavy string

Glue and paste

Scissors with blunt tips

Small blocks

WHAT TO DO

STRINGING BEADS

Use a commercial bead stringing kit, or make a firm tip on a cord by dipping it into glue. The stiff tip must be longer than the longest bead. Knot the other end of the cord. Use big beads, rigatoni ("fat" macaroni), or empty spools. These may be dyed or painted in a variety of bright colors.

Hold your child's hand in yours as he holds the cord near the tip. Take his other hand, help him pick up a bead and slip it onto the cord. Say and sign "Push," and help him push the bead as far as it will go on the cord. (It's fun to pull the beads off, too!)

Gradually let him take over the job. Encourage him to pick the beads up one by one, then to push each one onto the cord and push it as far as possible.

Suggested Language

"Here's the cord."
"Pick up a bead."
"Push it!"
"Pull it off!"

BLOCK TOWER

Build a three or four block tower for your child and let him knock it down.

Help him put one block on top of another to rebuild the tower. As in other activities, let him begin to pick up the blocks and place them on the tower with less and less help from you. Gradually try for higher and higher towers.

Suggested Language

"Pick it up."
"Put it on top."
"It's high!"
"It's very high!"
"Knock it down."

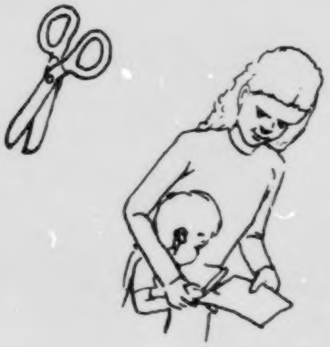
CUTTING AND PASTING

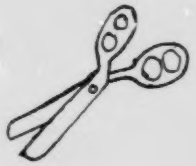
Cutting

Use construction or bond paper, not soft, thin, or limp paper.

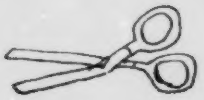
You should prepare the activity by cutting the paper into strips about one inch wide.

Sit close beside your child or stand back of him as he sits at a low table. Co-act, putting your hand over one of his to manipulate the scissors and the other over his other hand as he holds the strip of paper an inch or two from the end.





Double grip scissors for co-action.



"Lefty" grip for left-handed children. (Order from school supply distributor.)

Help him use his thumb and index finger together (in the pincer movement) to open and close the scissors. As he snips the paper, a short piece will drop to the table. Show it to him, as evidence that he has succeeded. The strips of paper rather than a large sheet of paper make it possible for him to see his success with each closing of the scissors. "Snip" - and a piece of paper falls to the table. (Save the bits of paper to use in the pasting activity or gluing.)

Suggested Language

"Hold the scissors."

"Squeeze." (That is - squeeze the thumb and finger to close the scissors.)

"Here's the paper!"

"You cut it!"

"Look - you cut it!"

Pasting

Put a small quantity of paste on a jar lid. Show your child how to dip his finger into it and dab it on a sheet of contrasting colored construction paper. Use co-action if necessary to get him started.

Then he can pick up the snips or bits of paper and press them on the sticky spots on the large sheet of paper.

Glue

The small pieces of paper can be glued to the large sheet, in the same way as they were pasted. However, the plastic bottles of glue involve other hand movements. Help your child squeeze the bottle as he holds it upside down, so the glue will drip onto the paper. This squeezing movement helps develop a stronger grasp by strengthening the hand muscles.

Suggested Language

"Put it on."
"Pick it up."
"It's sticky!"
"Push!"
"Squeeze it!"
"Good! Good work!"
"Good boy - or girl."

IN EVERYDAY LIFE

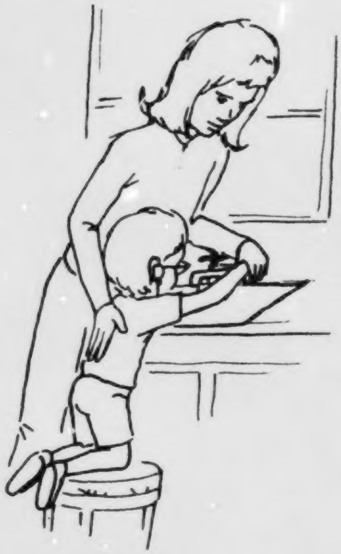
Turning a faucet on and off:

When washing hands, getting a drink, or brushing teeth: guide your child's hand in turning the faucet on, to fill the washbowl, fill his drinking glass, or wet his toothbrush.

Help him turn it off. Help him give the faucet the final turn until it resists being pushed, so he can become aware that it is off. Let him put his hand under the tap when the water is running, and again after he's turned it off. Help him get the idea that the water begins to flow when he turns the tap on, and stops when he turns it off. It may be a long time before your child can turn the handle of the faucet by himself. This twist of the wrist is a movement that takes a while to develop.

Suggested Language

"Turn it on."
"Feel the water."
"Turn it off."
"The water stopped," or
"There's no water."



ALSO

Think of other activities that would be of special interest to your child and that would encourage use of hands and fingers - and vision. Pouring water from a small pitcher, licking stickers and pressing them on paper, putting pennies in a bank, and developing greater skill in using a fork and spoon are some things you might consider. Tell us about your own ideas!

NEXT TIME

The next LEARNING STEP will be the last in the Fine Motor series. It will list many activities to use now or later in developing your son's or daughter's eye and hand coordination and skill in working with hand held equipment or tools.

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FINE MOTOR DEVELOPMENT

LEARNING STEP TEN

IF

Your child can use his limited vision and his hands well enough to do many or most of the following activities, all of which involve some manual dexterity, you can go on to new goals.

SELF-CARE

Feed himself, with some encouragement and help
Dress and undress himself
Throw his dirty clothes in the hamper
Get clean clothes when needed
Put things where they belong
Cooperate in a variety of hand actions, including turning a faucet

WHEN HE PLAYS

Push or pull small wheel toys
Make a "train," bridge, or tower of small blocks
Insert forms or simple cutout shapes in a puzzle board
Pull pegs from a peg board
Color or paste within a tactile circle
Use writing tools to scribble, to copy lines or circles, and to draw parallel lines within tactile guidelines
Try to use blunt scissors

YOUR GOAL

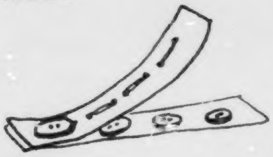
Now, and for many months and even years ahead, will be to develop to a higher degree his skill in using his hands. Eventually, we trust, if he is given opportunities to practice he will be able to perform such fine actions as those involved in buttoning clothes, tying shoes, and using equipment and tools of various kinds.

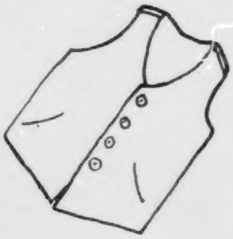
IDEAS FOR NOW AND LATER

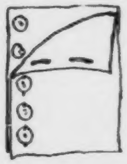
As this is the last LEARNING STEP - FINE MOTOR, we are going to list many activities, often of increasing complexity, that you can introduce as your child masters preceding ones. There may be other skills that he will, in time, acquire. Some on this list may repeat those mentioned in other LEARNING STEPS. But, in a general way, these can suggest ideas to use soon or in the future.

WHAT TO DO

Activity	Suggested Language
Pushing buttons through buttonholes. Begin with large buttons, later go to medium, then small buttons.	"Here's the hole." "Here's the button!" "Push it." "It's buttoned!"







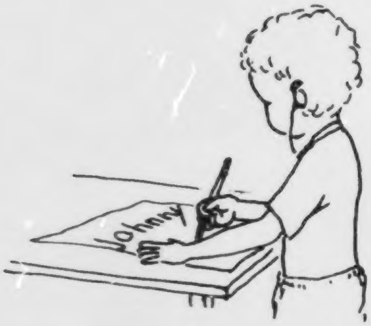
Idea: Make a "practice" vest (for child or a big doll) that buttons down the front, or put buttons on one strip of cloth and buttonholes on another.

More Activities	More Language
Put tipped shoelace through a hole.	"Put it in the hole." "Pull it!" "You pulled it!"
Put toothbrush in hole in holder.	"Put it away." "Put it in."
Flush the toilet.	"Flush it!"
Fold and hang up towel or washcloth.	"Fold it." "Hang it up."
Put dirty clothes in a hamper.	"Put them in the hamper."
Get clean clothes.	"Get your ______."

At Mealtime	Say and Sign
Use a spoon and fork with increased skill.	"Here's your fork." "Use your fork." "Here's the spoon."
Learn to cut food, using knife and fork.	"Push the fork in." "Cut the meat (or ___)."
Spoon food from one dish to another.	"Take some."
Pour liquid from a pitcher.	"Pour the milk (or ___)."

PLAYTIME

Paper and Pencil Activities	Suggested Language
Draw dotted lines and have your child trace over dotted lines; draw connecting lines between two pictures; draw parallel lines between penciled guidelines (vertical, horizontal, curved, a circle).	"Draw a line." "Make a straight line." "Make a big circle." "Round and round."
Try to copy printed letters of his own name. (Only first letter should be capitalized.)	"Here's a pen." "Print your name." "J-o-h-n-n-y"
Also, turn pages in a book.	Talk about the pictures.



Games and Toys	You Can Say and Sign
Toss a ball or beanbag - to a person, into a small container or opening.	"Throw the ball." "Throw it." "Get it in the hole." "Toss (or throw) the beanbag."
Catch a ball or beanbag (or try!).	"Catch it." "Here's the ball."
Sort objects by type and color. Sort objects by shape and size.	"These are the same." "It's the same shape!" "That's not the same." "That's different!"
Build a block train, bridge, or tower.	"Here's a block." "Push the train." "Put the block here." "It's high!"
Put simple forms or puzzle pieces into openings on a board.	"Pick it up." "It goes here." "Put it here." "Push it in."
Pull and insert pegs in a peg board.	"Pull it out." "Push! Push it in."
Lift, tote, and stack big construction blocks (kindergarten blocks).	"That's heavy!" "Pick up the block." "Lift it." "Hold it." "That's a big block."
Lace a tipped cord in and out of holes in a lacing card.	"Push it in." "Pull it!" "Pull the string."
Turn bolts on "Nuts and Bolts" game.	"Turn it." "Put it on."

Manipulating Objects	What to Say
Open boxes.	"Open it." "Open the box."
Put things in bags.	"Take the cover off."
Open car doors.	"Open the door."
Turn doorknobs. Unhook screens.	"Turn the knob." "Turn it."
Put lids on jars (screw tops). Take them off.	"Put the cover on." "Take it off."

SUMMARY

All of these activities are not necessarily listed in order of difficulty. At times you may want to skip around as you help your child become more adept in using his hands. Many skills may have to wait until he's mastered easier things first.

As you go on, and he gets older, bear in mind that you should let your child do everything he can do. It's a good idea to help him avoid repeated failures, as success leads to more success, but he will - he must - face frustrations. Let him try. Help him succeed. Provide opportunities for him to learn. And help him overcome frustrations, to try again when he fails.

NOTE: There are twelve lessons and twelve LEARNING STEPS - COMMUNICATION. Be sure to send us all reports. The FINE MOTOR and GROSS MOTOR series end at LEARNING STEP TEN.

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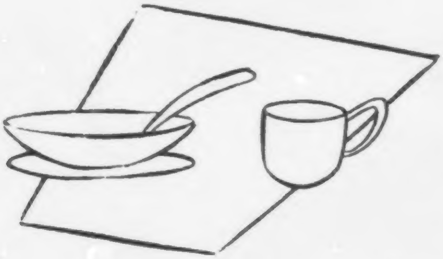
JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

EATING



LEARNING STEP ONE

IF

Your child is not yet on a three meal a day schedule; if he's past infancy and gets most of his nourishment from a bottle -

YOUR GOAL NOW

A three meal a day schedule.

Spoon feeding.

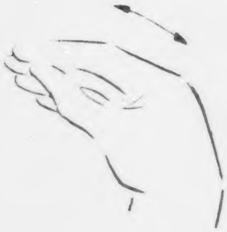
Fewer bottles. Limit milk to three or four cups a day.

GET READY

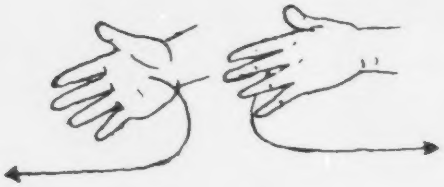
Be determined and persistent: you *can* change your child's eating habits.

Review these signs:

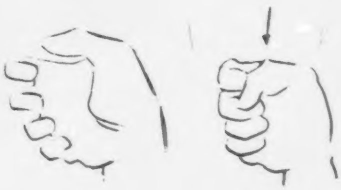
EAT



FINISHED



MILK



YOU NEED

A food blender or sieve.

A small spoon.

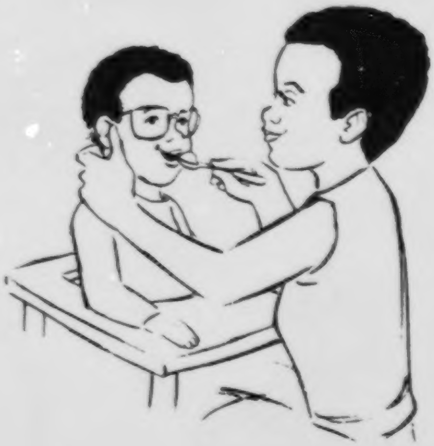
E.I.2

EATING

YOUR DAILY ROUTINE

WHAT TO DO

Blend, strain, or mash home cooked food.
Sit with your child at mealtimes.
Say and sign "EAT."
Help your child make the sign.
Feed him - a few tastes to begin with.
When finished, sign and say "FINISHED."
Help him sign it.



PROBLEMS

If your child turns his head away from you, firmly turn it back.

If he clenches his jaws shut, use your fingertip (or a popsicle stick) to force it open.

If he spits the food out, scoop it again into his mouth.

If he gags, tap his lips with your finger to stop the gagging.

If he vomits, wipe it up, offer a new spoonful.

REMINDER

It is essential for your child to learn to eat a variety of foods at regular times of day.

Be firm and persistent and aim for success. Begin with one or two teaspoons of food. Add one each day.

SUGGESTED MENUS

Breakfast

Cooked oatmeal or cream of wheat, thinned with milk.
Egg (poached or soft boiled).
Finger food: toast cubes.

Lunch

Strained or blended home cooked vegetable.
Cottage cheese, mashed smooth.
Finger food: Bits of fruit (banana, ripe peach or pear).

Supper

Strained or blended home cooked vegetable (green or yellow).
Mashed or baked potato (mashed).
Pureed or blended home cooked meat (or canned strained meat).

Snacks

Juice or bits of fruit once or twice a day.

Milk

Three or four cups a day, offered from a cup or bottle after meals or at bedtime. No bottles during the night. (Some authorities recommend nonfat or low fat milk.)

PLAYTIME

Have your little boy or girl "help" you mix instant pudding, cookie dough or cake batter. Guide his hand in stirring, tasting, smelling. Encourage an interest in food.

READY TO MOVE ON?

Tell us when your child is on: three meals a day; few bottles; limited milk, and is being spoon fed.

Then go on to STEP TWO of the Eating Program.

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JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
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EATING

LEARNING STEP TWO

IF

Your son or daughter eats three meals a day (instead of at any hour, day or night); if he eats other foods and does not live mostly on milk -

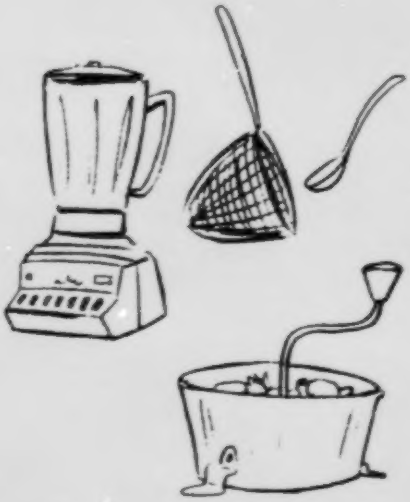
YOUR GOAL NOW

To continue on a three meal a day schedule; to take away bottles (if your child gets them) except for one at bedtime if he needs it; to introduce spoon feeding.

YOU NEED

A small unbreakable plastic or metal spoon; dishes with suction cup bottoms to hold them to the table (or an ordinary dish on a folded towel to keep it in place); a bib for your child and a cover-up apron for you.

A sieve, blender (such as an Osterizer or Waring), or a food mill (a coarse sieve with blades to push the food through the holes) made by Foley Mfg. Company, 3300 5th, N.E., Minneapolis, Minnesota 55418 ($5.00).



WHAT TO DO

Keep to the three meal a day schedule with a snack mid morning and mid afternoon. Offer food such as we suggest. (See the menus on page E.II.3.) Dependence on milk results in poor nutrition. To grow and develop, your child needs a variety of nourishing foods.

Your big effort in this LEARNING STEP is to introduce spoon feeding. Your child is likely to resist. You can succeed but you must be determined to help your child give up baby ways and baby habits (such as dependence on the bottle). You should begin to offer food from a spoon at a time when you are not disturbed or distracted by other demands, if possible. And you must make up your mind to persist. Your child can learn to eat a variety of foods from a spoon. You must help him do it.

Morning

Begin the day by giving your child a bit of cracker or toast. This will tide him over until your family is off to school or work. Then, when you have no other urgent duties, seat him in his feeding table or highchair and offer small bites of strained fruit, and cooked or instant soft cereal from the tip of a small spoon. Your child may clench his teeth. Use your forefinger or a wooden flat stick (a popsicle stick) to force his mouth open. He may turn his head. Hold his jaw firmly, facing you, so you can feed him. If he spits out the food, scoop it back between his lips. Persist. See that he takes food into his mouth and swallows it. At first you may succeed only with a few bites. Each day the amount you feed your child should be more than the day before.

Noon

As at breakfast, try to feed your child when you will be free from interruptions (possibly before your other children come home for lunch, or when young children are having a nap).

Evening Meal

Try to feed your deaf-blind child before the family has supper. Do not try to feed him during the family meal. If he can't be fed before your own supper (or dinner), serve lunch a little late, and then the evening meal after you eat with the rest of the family. It may be that mother can sometimes turn this evening feeding over to father, who may have more success in gaining a child's cooperation.

Snacks

About halfway between meals, offer a light snack. Fruit juice (a small glass) and a small cracker will be refreshing but not interfere with the next meal.

Bottle

How many bottles does your child have each day? Remember your goal in this STEP is to reduce your child's milk intake and increase the amount and variety of food he eats. To accomplish this you must cut down on his bottles. If he gets four a day, cut to three, then two, then one. If sucking on a bottle helps him get to sleep, keep the bedtime bottle for now. Soon you can stop that.

SUGGESTED MENUS

Wake Up

Strip of toast or bits of dry cereal

Breakfast

Strained or mashed fruit (applesauce, canned pears or peaches, banana)

Cooked oatmeal, Cream of Wheat, or instant cereal mixed with milk

Half a cup of milk - Cracker or toast squares

Lunch

Strained or blended meat or cottage cheese

Strained or blended green or yellow vegetable

Strips of toast, or a cracker

Strained or mashed fruit or a milk pudding (cooked or instant)

Half a cup of milk

Supper

Soup or strained vegetable

Bread (half slice cut in small squares) with peanut butter or cottage cheese

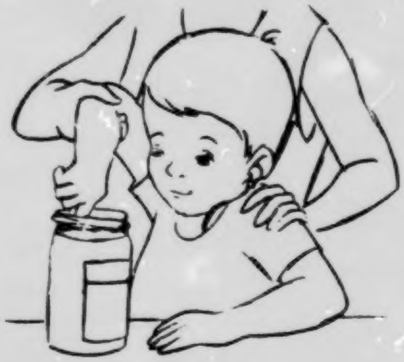
Mashed fruit or pudding - Half cup of milk

Bedtime

A bottle, if necessary, to settle your child for sleep

IDEAS

A saltine (salty soda cracker) or a potato chip or two can be a new taste experience.



Help your child scoop a little peanut butter with his finger. Help him slip the peanut butter into his mouth, under his lip, high on the gum (at one side). This offers a taste of a very nutritious food and exercises the tongue and lips.

SUMMARY

If you succeed (and you can) in getting your child to taste a few new foods, he will be more willing to try others.

In later steps, we'll give you help in teaching him to feed himself.

WHEN

You have some success in cutting out the bottles and introducing spoon feeding, ask for EATING: LEARNING STEP THREE.

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JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
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EATING

LEARNING STEP THREE

IF

You have limited your child's intake of milk and his bottles to only one at bedtime (and perhaps at naptime) -

IF

You have introduced spoon feeding and finger foods and

IF

Your child is on a three meal a day schedule -

YOUR GOAL

At this time is to eliminate the bottle completely, to continue the regular morning-noon-evening meal schedule with a limited quantity of milk (preferably nonfat or low fat), and to introduce coarser foods and enlist your child's cooperation in spoon feeding and finger feeding.

YOU NEED

A feeding table or high chair.

A plastic or metal dish with a suction cup base to hold it in place; or put dish on a folded damp towel; or put strips of Velcro* on the bottom of the dish and on the table top or tray to keep the dish from slipping.

A small unbreakable plastic or metal spoon.

A variety of home cooked foods.

A sieve, blender, or food mill (Foley food mill about $5.00 in department stores) to puree or blend foods.

WHAT TO DO

Keep to a three meal a day schedule. Limit the milk your child drinks to three or four cups a day; omit between meal eating except a light snack mid morning and mid afternoon. A menu guide for a young child who is just beginning spoon feeding is at the end of this section.

AT MEALTIME

Say that it's time to eat. Sign "Eat," and help your child put his fingertips (right hand) to his lips in the same sign. Seat him in his eating table or highchair. Again mention that he is to eat; use the sign. Take his hand firmly in yours to scoop food onto the spoon and lift it to his mouth. Sit or stand behind him so that, as you CO-ACT, your right arm and hand can guide his in scooping and lifting movements. See that he does eat from the spoon. This requires firmness and determination. You must persist day after day until your son or daughter learns to eat from a spoon. However, after you help him take several spoonfuls to his mouth, you may need to finish feeding him.

During the meal, mention the food by name. Say "More," and sign and say "Eat," as the occasion arises. When through, say and sign "Finished." Offer new foods, and slightly coarser or lumpier foods than your child has been eating.

FAMILY FOOD IS BEST

Straining, blending, or mashing the food you cook for the rest of the family serves several goals.

1. It accustoms your child to the flavors and variety of foods he will need to eat as a member of your family.

2. It will enable you to serve food that gradually becomes coarser in texture.

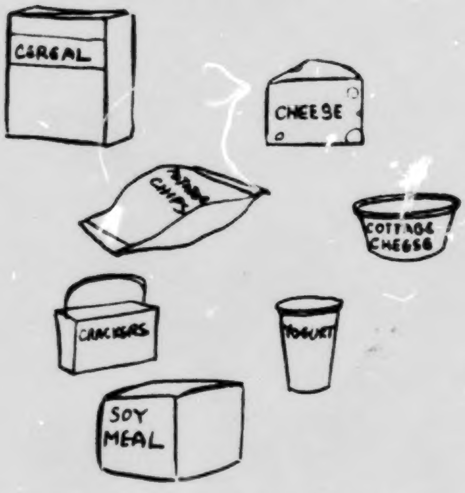
3. Home cooked foods are less expensive than most canned baby or toddler foods.

THAT BEDTIME BOTTLE MUST GO

The most difficult of all the things you do may be to help your child give up his bottle at bedtime. Nevertheless, as an important part of growing up, he must give up the bottle when he's past or slightly over the age of two. If you believe this and are determined to help him grow up in every way, it will be easier for you to get through a few difficult bedtime sessions. If you are firm in your conviction that the bottle - and babyhood - are in the past, your child will sense this. Then he will more quickly accept the idea that he can get to sleep without the comfort of sucking on the bottle.

FEED CHILD SEPARATELY

Make your child's mealtime as pleasant a time as possible. Later it can be a social experience for a deaf-blind child to eat at the family dinner table. For now, when getting him to eat from a spoon is a struggle, feed him separately. Be free of other distractions if possible. This is a time when any mother should disconnect the telephone and put up a "Do not disturb sign!" Since this can't be done, choose a time for each meal when you are least apt to be on call for the rest of the family. Your deaf-blind child needs your complete attention when he's learning to eat. Getting most of his food from a bottle may have been easier on you, but a deaf-blind child's need to be independent is so great that you must spend time, three times a day, teaching your son or daughter to eat as other children do.



PROTEIN FOODS.

IDEAS

1. Soya milk or protein powder may be added to other foods. Include plenty of protein foods in your child's diet.
2. Serve "fun food" occasionally (potato chips; dry, unsweetened cereal, such as Cheerios; vanilla wafers or animal crackers).
3. Use plain yogurt: flavor with a small amount of honey or vanilla.
4. Continue to offer finger foods whether or not they are readily accepted.

SPOONFED MEALS

Breakfast

Fruit or fruit juice
Cereal (cooked or instant - avoid sweetened novelty dry cereals)
Toast squares or strips
Milk (one-half cup, and on cereal)

Lunch

A protein food (meat, fish, cottage cheese, yogurt, or soy bean products - strained or blended)
Mashed or strained home cooked yellow or green vegetable
A cracker or toast
Custard, pudding or mashed fruit
Half to one cup of milk

Supper

Like lunch, or as a change:

Soup (no big chunks of meat or vegetables)
Half slice bread with peanut butter (a good protein source) or eggs, scrambled or boiled (soft or hard)
Fresh fruit (soft enough so your child won't choke on it. Try banana, soft pear or peach)
Half cup of milk (additional milk may be used with strained vegetables to make a cream soup)

Snacks

A morning, afternoon or before bedtime snack can include juice or a half cup of milk; crackers; a plain cookie; a few potato chips; or a small amount of fruit.

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JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

EATING

LEARNING STEP FOUR

IF

You have managed to get your child off the bottle and on a three meal a day schedule; if he eats from a spoon and sometimes picks up bits of food in his fingers, then -

YOUR GOAL

Is to continue to expose him to a variety of foods, to teach him to eat "finger foods" independently, and to handle his cup by himself. Also - to work with him on independent spoon feeding.

YOU NEED

A dish with a suction cup base to hold it to the table; or put Velcro* strips on the bottom of a dish and top of the table to hold the dish in place.

A small metal or unbreakable plastic spoon.

A plastic cup or tumbler. Color-code: select a bright, light color to identify your child's eating utensils. If you decide on yellow, give him a yellow cup, a yellow bib, and even a yellow placemat.

WHAT TO DO

Every child needs a varied diet with plenty of protein foods, green and yellow vegetables, and fruit, in addition to three or four cups of milk a day. Deaf-blind children often do not get the right food because they resist changes. We must cultivate their appetites and insist that they try new foods. After eating a small amount of any new food day after day, for a week or two, a child may develop some tolerance for it. Then he will accept other new foods more easily. Parents must be prepared to persist in their efforts to get their little deaf-blind children to eat a greater variety of wholesome food. Otherwise, the child has little chance to develop a strong and healthy body.

INDEPENDENT EATING SKILLS

Parents must persist in getting their child to pick up and eat pieces of food, to use a spoon with help, to hold and drink from a cup by himself. Co-act with your child. Take his hand and help him pick up bits of food. Use foods of varied textures. Also, take his hands and help him lift the cup or spoon to his mouth.

KEEP ON SCHEDULE

A suggested daily schedule was included in Lesson One. Keep to a three meal a day routine and discourage snacking. Now that your child has given up his bottle, don't let him return to it. An excessive amount of milk and reliance on the bottle will keep him from eating other foods. Serve well cooked, tastefully flavored family food, mashed or chopped (or pureed or blended if need be) to make it as interesting as possible. Gradually introduce coarser foods and more variety.

FAMILY FOODS

Your child must become accustomed to the way you cook and the kind of food your family eats. While we suggest menus, we recognize that families' eating habits differ. Our lessons go to all parts of the world, to people who have eating customs that differ. If the foods we list are not a usual part of your meals, use our menu as a guide. Substitute foods that are family favorites, of the same general type.

DIFFERENT CUSTOMS

Families that do not, by custom, eat meat, poultry or fish must substitute other protein foods where we suggest meat. Families whose diets include rice or corn flour rather than potatoes or wheat flour should serve their child whatever is standard in their own diet. You do not need to cook special foods: just mash or blend some of the foods which you prepare for the family.

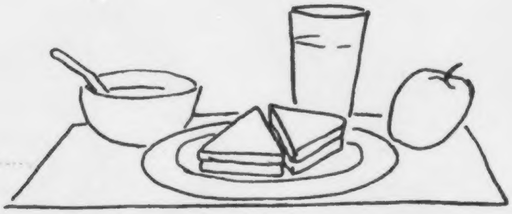
COST IS A CONSIDERATION

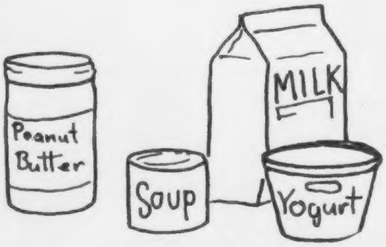
Most families must consider cost. Home cooked vegetables or meat, chopped or blended if your child is just learning to eat from a spoon, are less expensive than commercially canned baby or toddler foods. A few cooked carrots, peas, beans, or fruit mashed or blended will cost only a few extra pennies when you serve the same food to the rest of the family.

SUGGESTED MEAL PLAN

	Breakfast	Lunch	Supper
Protein	Egg	Meat, Fish, Chicken	Cottage Cheese
Green or yellow vegetable		Squash or carrots	Spinach, Broccoli or other green vegetable
Fruit	Orange juice	Banana or other fruit	Canned or cooked fruit
Starch or sugar	Toast	2 small crackers	1/2 slice bread
	Milk	Milk	Milk

A lunch or supper that is a favorite with most children, and nourishing, consists of tomato soup, a peanut butter sandwich, fruit, and a glass of milk. Fortunately that great favorite, peanut butter, is a valuable source of protein! Other sources of protein, some more economical than meat, include soy products, cheese, cottage cheese, yogurt (plain and sweetened slightly with honey or a few drops of vanilla, if desired), wheat germ, eggs, fish and chicken.





Our next LEARNING STEP (Eating, No. 5) will suggest added ways of making your child more independent in his eating habits.

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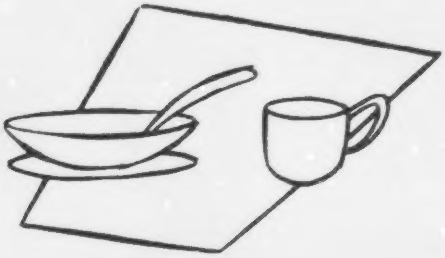
EATING

LEARNING STEP FIVE



IF

Your child has not learned to accept or chew bite-sized pieces of food -

YOUR GOAL

Is to help him accept a variety of food and learn to chew.

YOU NEED

A small, shallow bowled spoon
with a rounded tip

A small fork

Varied diet

WHAT TO DO

If your child is past one year of age and makes no effort to chew his food, he may need your consistent help. You may have two problems to overcome:

1. His "tactile defensiveness," that is, his resistance to touching new or unfamiliar things or having new things touch his lips, mouth, or tongue.
2. His inability to chew, and lack of interest in doing so.

This LEARNING STEP will deal with both problems. Much patience and ability to stick to the job may be necessary, but the chances are very good that if you do persist, your child will soon begin to accept and chew coarse or chunky food.

CONQUERING "TACTILE DEFENSIVENESS"

WHAT FOOD?

Offer any coarse textured food (such as bread and butter or hamburger) but not sweets. Sweets may cause your child to drool and then your job will be more difficult.

HELP YOUR CHILD ACCEPT TOUCH

Before beginning the feeding routine, touch your child's lips several times, gently but firmly, with your fingertips. Massage his gums briefly with a firm touch. If your child has the habit of gagging, you can gradually cut down on the tendency by "tongue walking." Before mealtime, open his mouth and "walk" your fingers from the tip of his tongue back, stopping short of the point where he would gag. Touch the tip of his tongue the first day, and gradually "walk" back a little at a time, as your child becomes accustomed to it. If he begins while eating, lightly tap his lips with your fingertip. This often stops the gagging.

START WITH BITE-SIZE PORTIONS

Offer only a small piece of lumpy food and place it on the middle of the tongue rather than on the tip or sides, if possible. If necessary, use your finger or (with care) a popsicle stick to open your child's jaws. However, the preliminary touching and massage may make him more receptive to spoon feeding.

OTHER SUGGESTIONS

If your child doesn't close his mouth after you've given him a spoonful of food, press on his upper lip (or rub it), then draw the spoon straight out from between his lips. There will then be a natural tendency for him to bring his lower jaw up to a closed position.

As suggested in a previous LEARNING STEP, scoop food back into his mouth if your child spits it out. Other LEARNING STEPS have dealt with teaching your child to feed himself.

PERSISTENCE LEADS TO LESS RESISTANCE

As your child's resistance or defensiveness breaks down, he will gradually become more cooperative.

TEACH YOUR CHILD TO CHEW

DEMONSTRATION AND IMITATION

If your child cannot chew, try first to demonstrate and have him imitate your chewing movements. You take a bite of food; place your child's hand on your jaw and chew in a slightly exaggerated way. Give him a bite of food and put his hand on his own face. He may, after several attempts, begin to move his jaw up and down in imitation of you.

MANIPULATION MAY BE NEEDED

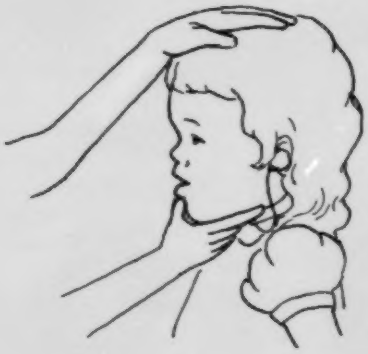
If this is not effective, you may need to manipulate your child's jaw to get him started on chewing.

With brief descriptions and illustrations, we will tell you how to do this, but we will first offer a word or two of caution. You will need to be firm and determined, but not rough or harsh. Don't try to manipulate your child's jaws or tongue at a time when you or your child are tired or irritable. Start fresh. Choose a time when you are likely to be free of distractions. Remember - at each meal, you must be consistent in offering him bite-sized foods and helping him chew.

Also, do not persist for more than five minutes the first few attempts, or ten minutes at a stretch at any given time. This is work - and a strain on you and your child.

MANIPULATING YOUR CHILD'S JAW

After spooning the food into your child's mouth, place your middle finger flat (fleshy side up) under child's jaw; at the same time, put your index finger flat along his jawline and your thumb on his chin. (The index finger will keep your child's jaw from moving back and forth sideways.) Your other hand should be on top of his head to keep it from bobbing up and down.

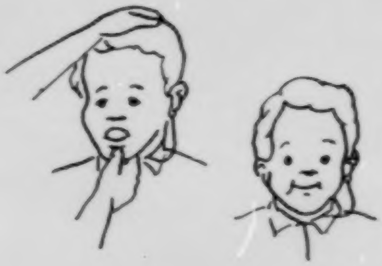


Your thumb and your middle finger (under the chin) are used in an open and close, up and down motion to help your child move his jaws to chew.

OFFER LESS HELP

As you begin to be successful in teaching your child to chew, gradually remove the help your fingers offer.

First, remove the index finger which you have been holding on his jawline.

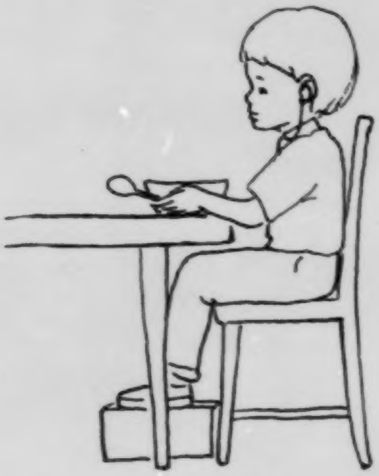


Next, when he is managing to get his jaw up and down reasonably well, stop manipulating his jaw.

GOOD SEATING ADDS CONFIDENCE

It is essential to have your child comfortably seated when he is eating, and when you are helping him to chew.

He should be seated in a chair or feeding table that supports his back, and his feet should be resting on the floor or on a low box or footstool. His back should be at right angles to his thighs and his legs bent at right angles at the knees.



Good posture, back support, and foot support will give him a feeling of security and assurance. The suggested seating (as illustrated) tends to limit or discourage the stretching out of the legs that a child sometimes does when he's upset or is resisting something. This is an example of stopping trouble before it starts: it's easier to avoid the leg tensing than to correct it after it happens. You, too, should be seated squarely on a chair so your thoughts and energy can be used in the task of helping your child.

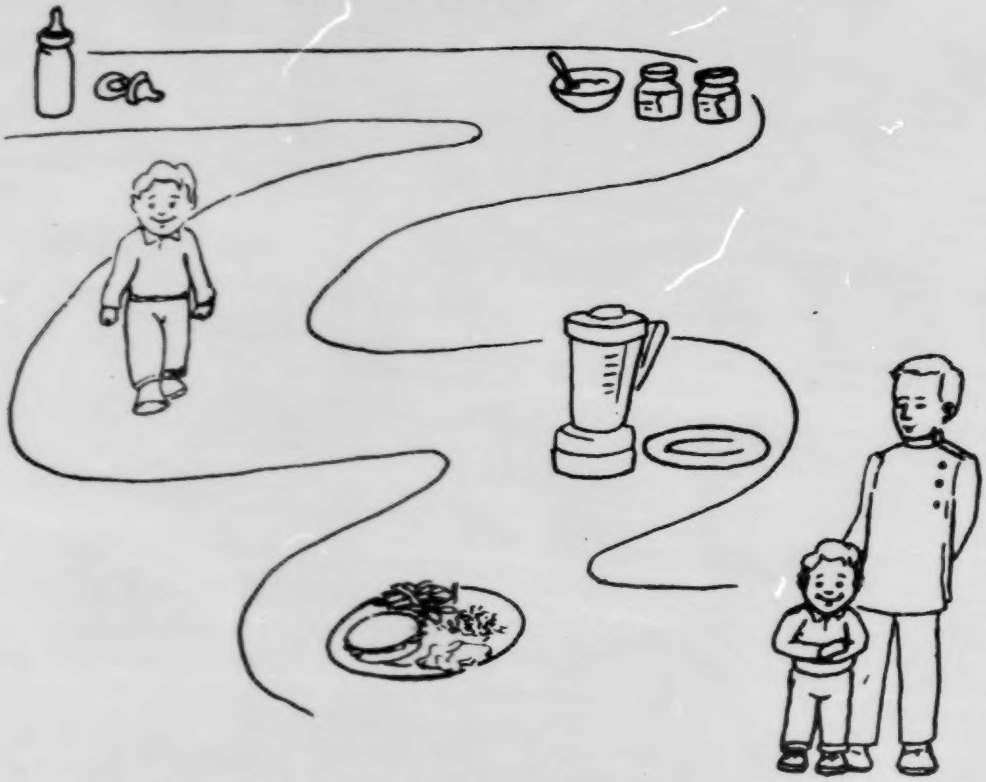
IN REVIEW

This LEARNING STEP is a special one designed to assist you in dealing with resistance to food or your child's inability to chew.

While it may seem unnecessary to point out that children must accept new and varied foods, and must learn to chew, please consider the following:

> Good nutrition is essential to good health.
>
> Coarse food (and chewing) promotes good teeth and healthy gums as well as jaw development.
>
> This movement of the mouth, jaw, tongue, and teeth is preliminary to movements associated with speech.
>
> If there are dental problems or excessive teeth grinding, call these to the attention of your child's dentist.

GOOD NUTRITION



The next LEARNING STEP on Eating (LEARNING STEP VI) deals with acceptable social manners at the table.

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CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

EATING

LEARNING STEP SIX

IF

Your child eats a reasonably varied diet, manages finger foods and a cup, and spoon-feeds himself with some help from you -

YOUR GOAL

At this time is to encourage him to be more independent about feeding himself, to begin to use good manners at the table, and to help him use a fork.

WHAT TO DO

Continue to offer your child new and different foods - the same food eaten by the rest of the family.

CONTINUED ENCOURAGEMENT—A MUST!

At mealtime, encourage him to handle finger foods and to use his spoon, fork, and cup. (If you need specific help in spoon feeding, see page 2 of LEARNING STEP III - Eating.)

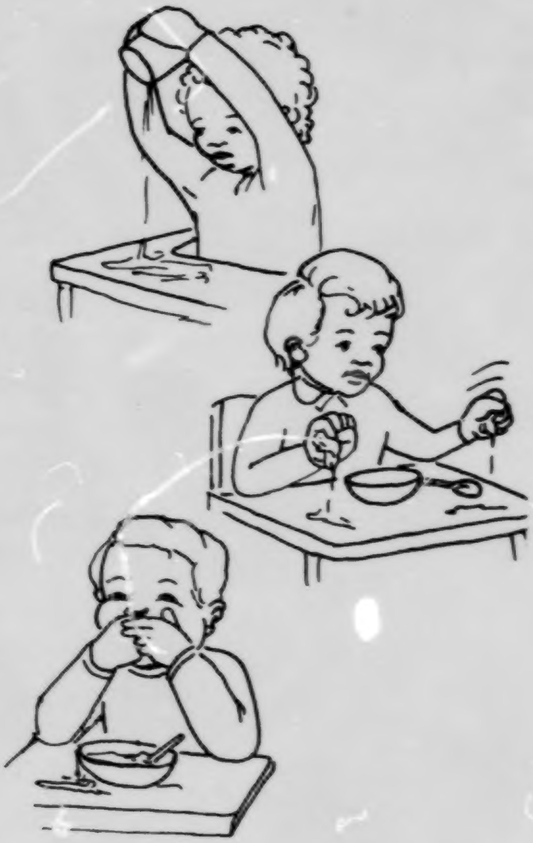
Put only a small amount of milk (or juice) in a plastic cup. This will prevent many spilling accidents. Gradually your child will learn to take more than one swallow at a time. If your child is dropping his cup, use co-action to help him replace it in an upright position on the table. Always encourage your child to do things for himself.

Now that your child is using a spoon with some skill and confidence, introduce a fork. It may be some time before he can use a knife and fork together. When necessary you may need to cut his food into bite-size pieces so he can spear it with the fork.

TABLE MANNERS

We don't expect - and you shouldn't - that your child will quickly adopt adult standards of eating behavior. Your first goal was to get him to eat from a spoon, then you concentrated on getting him to eat chunky or solid food, and to feed himself. Now you must guide him toward better table manners.

Let your child use his fingers to pick up and eat finger foods. These might include bread and butter or a sandwich, cookies, crackers, potato chips, crisp chicken, a hot dog in a bun, pieces of raw fruit or vegetable. Hold his hand and help him grasp a fork and spear solid bite-size pieces of food. Cut up a hot dog, tender chicken, or cooked vegetable and help him push the fork into the food. Allow him to try this by himself. At first he may use one hand to hold the fork, and the other to push the food onto the tines of the fork. Do not let him grab food or stuff it in his mouth, nor claw at soft or sticky food. Once he learns to eat from a spoon or fork, have him use them when he should. After he acquires a skill, expect him to use it.



Never let him throw food, dump milk, or smear himself or the table. Take the food from him or remove him from the table the minute he starts to do either.

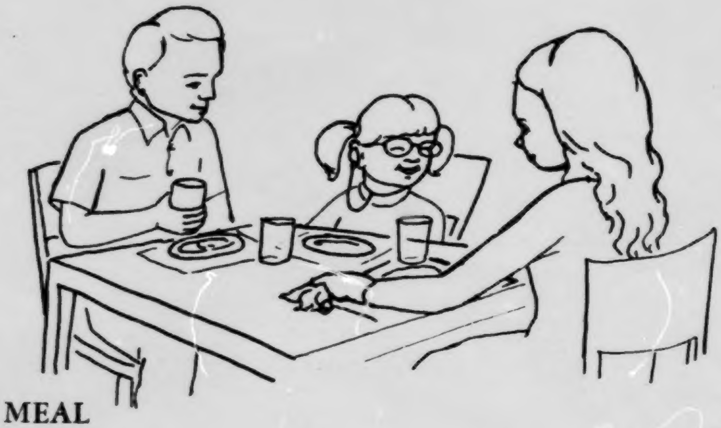
Help him hold a napkin to wipe his hands and mouth when he is through eating, even though he may have a bib on.

Say and sign "Finished" and remove him from the table when the meal is over. Once he leaves the table, do not let him return. When the meal is over, it's over!

Your child may not be ready to have all his meals at the family table, but you can begin to prepare him to take his place there. He should be as much a part of the family as his behavior permits.

Begin by having breakfast or lunch with him - just the two of you. Sit with him at a little table or at the kitchen or breakfast table where there's an easily cleaned floor. If you must sit where there's carpeting, spread newspapers or a plastic sheet under the table. There is bound to be some spilled food.

Sit across from your child if the table isn't too wide and keep the meal - a new social experience - short.



A FAMILY MEAL

After you and your child have had several experiences eating together, add one more person to the meal. If there are other children in the family, perhaps you could eat with him and his brother or sister. Or possibly Daddy could participate, but not, at first, in a late evening meal after you've all had a busy day.

Lunch or breakfast on a nonwork day might be best for the new experience of getting together for a meal.

Before long, your child may be able to eat once a day with the family, then twice. Until he is ready to sit through the family supper hour, usually a busy "talking" time in most households, it may be best to give him his supper by himself. The evening seems to be a time when a child's ability to tolerate excitement or stimulation is lower than during the day. A deaf-blind child may need to be older and more settled in his eating habits before he can cope with this complex situation. And - other family members deserve as pleasant a suppertime as possible.

The next LEARNING STEP on Eating will discuss the possibilities for eating out: drive-ins, restaurant eating, and picnics.

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FOR
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EATING

LEARNING STEP SEVEN

IF

Your child is managing to feed himself, with encouragment and occasional assistance, and has fairly acceptable eating behavior -

YOUR GOAL NOW

Is to continue to build his interest in food, and to improve his eating skills and table behavior. In this step another goal is to plan "special" meals.

YOU NEED

Transportation to a drive-in restaurant or park

A place to go and time to arrange the outing

WHAT TO DO

Some early evening or late afternoon, for the first eating experience away from home, take your child to a drive-in restaurant where he can eat in the car.

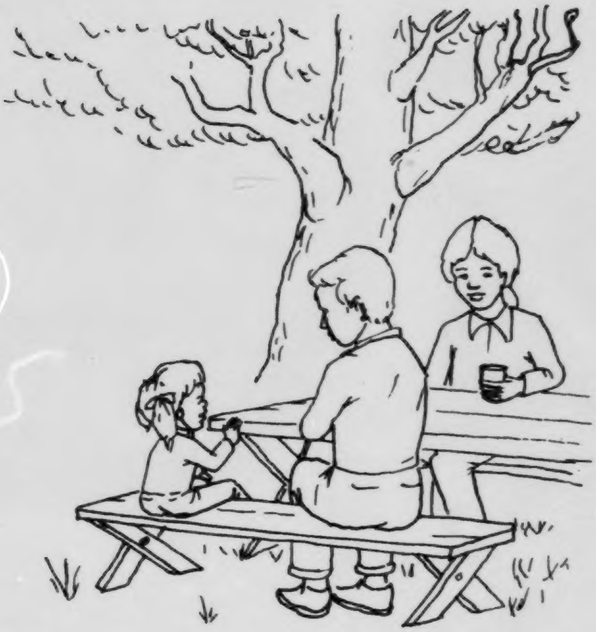
Order a food he likes, and one that is easy to eat. A hot dog without the trimmings, and a container of milk (with an opening for a straw, if your child has learned to suck on one) would be an easy to manage meal.

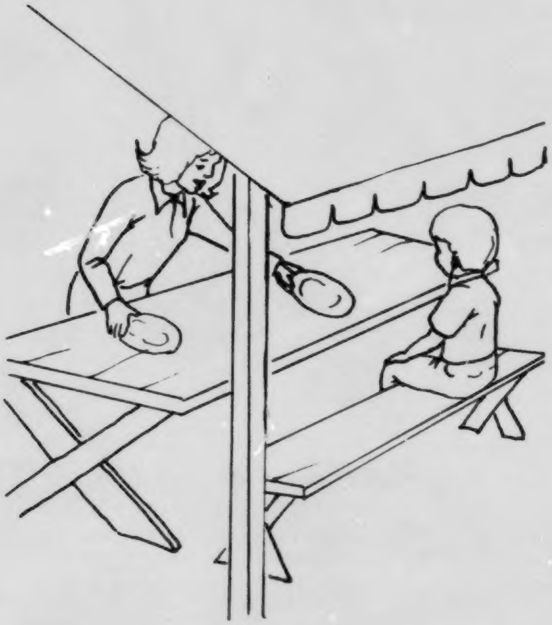
This kind of outing is a change for mother, a treat for the family, and is probably within the capability of your child. Keep it brief and uncomplicated.

The Second Step

Another possibility, after having had family backyard picnics, is a small picnic in a neighborhood park. Don't attempt to have a cookout or barbecue. Your child may not be patient enough to wait; he may need more supervision than you can give him if you are busy building a fire or cooking. Keep it simple and uncomplicated. Confine your child within strict limits. Show him how far he can go and enforce the boundaries. End the picnic before you or he begin to get tired or edgy.

A suitable menu might be peanut butter sandwiches and fresh fruit, again with milk in a carton (and a straw).





The Third Step

Next, after a few outings like those we've described, plan a restaurant meal, preferably where there's an outdoor eating patio (in warm weather). You should be relaxed, rested, and possibly should have another adult to help if this is to be an indoor restaurant meal.

Try to go at an off hour, when the restaurant is not busy. Order only a sandwich and milk, or only dessert the first time. This is a brand new experience and your child may not know what to expect, so don't make it a three or four course meal! A small neighborhood restaurant, quick lunch stand, or hamburger shop may make it easier to keep this within your child's capabilities than if you take him to a more crowded or formal restaurant.

Another Step

Family festivities and holidays can be difficult when you include your deaf-blind child - and you don't want to exclude him! Instead of a big Thanksgiving dinner or festive Christmas Eve supper, could your immediate family eat at home and join the relatives for dessert? Or could you feed your deaf-blind child early, then take turns supervising him during the holiday meal if he needs supervision? By next year his behavior and ability to handle a complex situation may be much better than it is this year. Every effort you put forth in helping him learn to cope and to learn good behavior at the table will allow more sociability as time goes on. Each new skill builds on the one learned previously; all skills, once learned, must be used by your child all the time.

ABOUT EATING

This ends the LEARNING STEPS on Eating. However, if we can give you any special suggestions or answer any questions, don't hesitate to ask about food or eating behavior.

Also, remember that suggestions can be found in the publications listed under "Other Sources of Help" in Lesson Three (D-B.III.10).
LEARNING STEPS on Gross Motor Development and the basic Lessons continue. Keep sending your reports, please.

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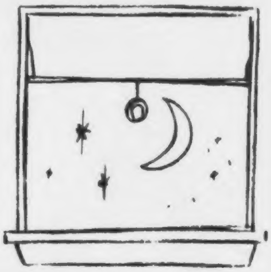


SLEEPING.

LEARNING STEP ONE

IF

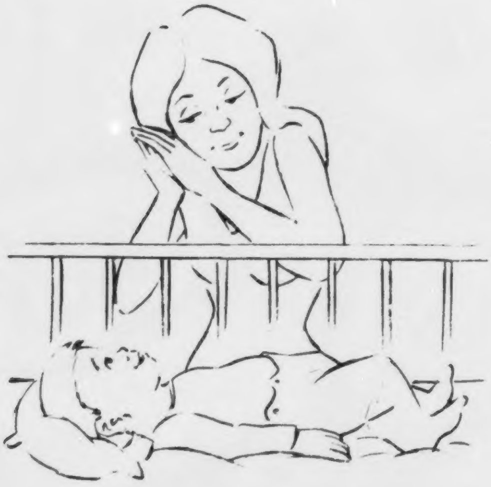
Your child turns night into day (as many deaf-blind children do), has no established sleeping pattern, and is often awake during the night -

YOUR GOAL NOW

To help him learn that nap time and nighttime are the times to sleep; that bed is the place to sleep.

YOU NEED

You need patience and determination if your son or daughter is to fit into your family's sleeping schedule. He will need a bed of his own, away from family and household activities: a place to sleep.



WHAT TO DO

1. Put child to bed at about the same time each night and again at nap time (usually after lunch). Say and sign "Sleep" when you take him to his room, and again as you put him to bed.
2. Pat or stroke his back, before you leave him. This can be a sign for "good night" or "good nap."
3. Get him up and out of bed at about the same time each morning. Say "UP!" and sign it before you get your child up.

(Cont'd)

4. After he has had breakfast, dress him (in his bedroom) and take him to another part of the house to be near you (out of his bed and away from his bedroom) during the rest of the morning.
5. After his nap, try to get outdoors, weather permitting, with your child or put him in a safe, fenced place outdoors where you can keep an eye on him. Check him often to insure his safety and let him know you are nearby.

SUMMARY

Follow the same routine each day: bed at the same time every night; out of bed for daily self-care routines and play each morning; a short nap in bed each afternoon, up (and out of bed for the balance of the afternoon) for more exposure to family activities. Your child will learn to connect bed and bedtime with the idea of going to sleep.

When he does, ask us for LEARNING STEP TWO: Sleeping. We have more ideas on the sometimes troublesome business of teaching a child good sleep habits.

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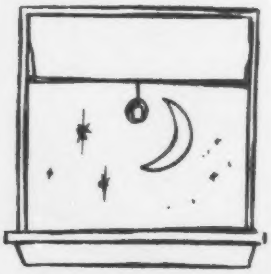
SLEEPING

LEARNING STEP TWO



IF

You have now established a set bedtime, naptime, and waking time, and he is out of his bed during the rest of the time, then -

YOUR GOAL NOW

In this LEARNING STEP is to establish a bedtime routine.

YOU NEED

Patience! And the will to stick with a regular routine night after night with the end result of making your life easier.

WHAT TO DO

Even at bedtime, there should be an effort to communicate and to build concepts - mental images to go with actions and situations. Use spoken words and signs, as we suggest. It will take a great many repetitions in direct association with an action or situation before your child will get the meaning of a word or sign.

Decide on a bedtime hour (see the suggested daily routine on page 9 of Lesson One). Adhere to this same set bedtime except in emergencies. Every human being has a kind of built-in timer, and your child's awareness of time, and of one thing taking place after another, must be cultivated.

Doing things in the following order may work for you as it has for other parents. However, if you want to change the schedule, please make your changes in writing - right now! We've left space for you to write in changes or an entirely different routine. It must suit your own pattern of living. The important consideration is that once you set up a schedule that suits your way of life, you must stick to it.

A GOING TO BED ROUTINE

OUR SUGGESTIONS

YOUR CHANGES

1. The evening meal, followed by some quiet play.
2. At approximately the same time, after supper, say and sign "SLEEP" (see the illustration on the "Introduction to Signs" chart page 13 of our Introduction). Help your child make the same sign.
3. Walk with your child to his bedroom or carry him if he does not yet walk.
4. Take his hand and help him reach for and pick up his pajamas. These (and other clothing) should always be kept in the same place so he will eventually be able to get them himself. Mention them by name and immediately show him what you've talked about.
5. Sit with your son or daughter and help him undress. Follow the suggestions in the LEARNING STEPS on Dressing/Undressing. Teach him to cooperate, and help him remove or put on some clothes by himself. Name each garment (and when known, use the signs).
6. Next: go with him to the bathroom. Sit him on the potty chair or toilet (see Toileting LEARNING STEPS). Brush his teeth. Give him a drink of water.

A GOING TO BED ROUTINE

(Cont'd)

OUR SUGGESTIONS YOUR CHANGES

7. Sit with him and look at a picture book or softly sing to him.
8. Say and sign "SLEEP." Put him to bed with an air of finality. Stroke his arm and say "Good Night." (This arm stroke can be a signal that it's time to settle down.)
9. Say and sign "SLEEP," and leave the room.
10. Remember, during the bedtime routine, you should stay calm, cool, and collected. Your child will soon gain some sense of order and security in the consistency of a regular routine and your own sense of control.

Note: If the glasses and hearing aid are taken off for a bath or when a child is being undressed, you may want to put them back on for the "good night" routine.

NAPTIME

The question of naps is so individual that only you can determine whether your child must have one and, if so, how long he should sleep. In general, we can say that your deaf-blind child should have rest, at least a quiet time, each afternoon. This gives him and you time to renew your patience and energy. However, the nap in no case should be longer than is usual for a young child: one to two hours. The deaf-blind child must not be left for long hours in his bed in the daytime. This offers too many chances for undesirable self-stimulating activities and too much time away from the family life. Also, a long nap or long periods spent inactive in his crib will definitely interfere with your child's night sleep.

SUMMARY

A change in sleeping habits will never occur overnight. In time, though, a set routine is likely to result in vast improvement in the problem of getting your child to sleep.

Whenever you feel you would like more ideas on helping your child sleep through the night, request the next LEARNING STEP.

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SLEEPING

LEARNING STEP THREE

IF

You have established a set place for sleeping (bedroom), and your child is out of bed during the rest of the time - but does not always sleep through the night, then -

YOUR GOAL NOW

Better sleeping habits: help your child sleep *more* hours on *more* nights without waking up. Then you will aim for *some* nights when he gets *all through the night* without awakening. In time, of course, your goal will be for him to sleep through *most* nights from bedtime to morning. Your final goal is to have your child sleep at naptime and again all through *every* night (with rare exceptions).

WHAT TO DO

Even though you have little difficulty getting your child to bed, he may awaken during the night. You may hear a noise from his crib or bed. A cry? A laugh? A squeal? In any case, don't rush to your child's side. Do not wait too long either, as he may work himself into a frenzy of screaming, or may overstimulate himself by rolling, head bumping, or other such activities. Go to him if he needs you.

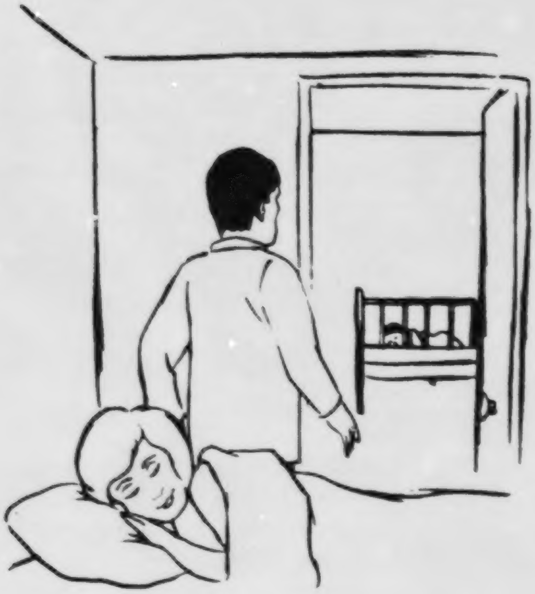
Some Hepful Hints

If you do go to him, "keep your cool." If you are angry, upset, or assume a playful manner (who could really feel playful at two or three a.m.?), your child may enjoy your reaction. A spanking, scolding, or shaking - or any other strong reaction on your part - may seem to be a "reward" for waking up. Extra attention is something most children desire. As you go through the following steps, your actions can express calm assurance in your own ability to handle the situation. Keep cool!

DO

Change him if he is wet.

Give him a drink.



DO

Return him to bed firmly, confidently, with love but not a great display of affection. Don't reward him for waking up.

Say "Goodnight" and leave the room. If absolutely necessary, sit beside his bed or near his doorway if your child needs you close by. Stroke his shoulders, back, and his legs if he needs to be calmed down. If someone else in the family can relieve you for part of the night, if your child has a period of wakeful nights, or even take over for some nights, you will have a chance to catch up on your own sleep.

Keep the room at a comfortable temperature. This will make getting up at night easier, if your child should awaken. It may also induce restful sleep.

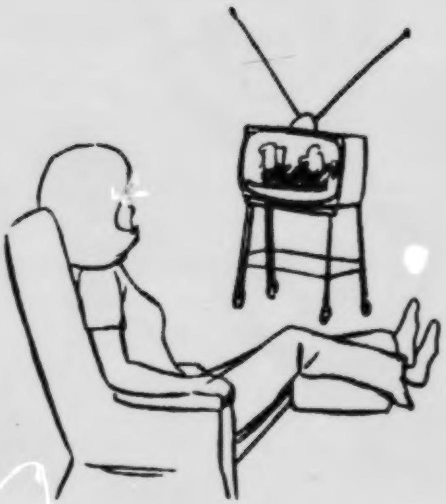
DO NOT

Play with your child during the night. Bedtime is not playtime.

Offer him food. The dinner table, not the bed, is the place to eat.

Rock him, take him into bed with you, or walk the floor with him.

CATCH UP NEXT DAY



Remember that if you can look forward to a nap the next day, the long night will not seem so difficult. Get some extra rest. Take a nap when your child naps, or when a capable person can, even for a short time, take over your child-care responsibilities. You will be better able to cope with the nighttime demands of a wakeful child if you are not overtired yourself.

Keep in mind that your efforts to solve this problem will eventually get results. If you can convince yourself that your child can be helped in building better sleeping habits, he may soon sense your confidence. Then in time he is likely to sleep through the night as most children do. Avoid being overtired, and have confidence in your own ability to handle this situation. Then the problem may be resolved sooner than had seemed possible.

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TOILET TRAINING

LEARNING STEP ONE

IF

Your child has not yet achieved any bladder or bowel control; if he still wets or dirties his pants at almost any time of day, and if he is two years of age or over -

YOUR GOAL NOW

Is to determine his elimination schedule - or to regulate your child's bowel and bladder habits.

To take responsibility for getting your child to the toilet (or potty chair) at times he may need to urinate or have a BM.

To use the right language (sign and say the word "toilet") when you take him to the toilet and help him make the sign.

To work with him (co-action), helping him (your hands over his) pull up underpants and trousers.

YOU NEED

A comfortable toilet seat or potty chair. If you use a small toilet seat on the big toilet, you must have sturdy steps or a strong box so your child can step to the toilet seat himself (if he is walking alone). A low potty chair is sometimes easier to manage (and possibly safer).

Easily managed clothes. Training pants. Get your child out of diapers now.

WHAT TO DO

For one week fill in the attached chart. You may begin to see a pattern of your child's elimination habits. Does he usually have a BM after breakfast? Does he usually wet right after his nap? Study the chart. If you see no pattern, keep it for another week or two. You may see some kind of pattern in your child's elimination habits.

THEN

Begin to take your child to the toilet or potty seat at the times he usually has an "accident." Sign "TOILET" (the "T" in the finger alphabet), say "Toilet!" and help him at once to the toilet (or potty). If you use a potty, keep it in the bathroom. NOT in the living room, bedroom or kitchen! If he happens to have a BM or to empty his bladder when sitting on the potty, act pleased. Don't get excited - but show your approval. If he can't cooperate (and it takes some maturity to do so), don't act u[illegible]t. Just take him off the potty and try again another time. If or when your child wets or soils his pants, change them in the bathroom. Help him get the idea that the bathroom is the place to associate with a bowel movement or urinating.

REMEMBER

While your child must be mature enough to know what's happening and what's expected, he may need your help in reaching this level. Without pressing him, begin helping him learn that the toilet is the place for emptying the bladder and for having a bowel movement. Don't rush. Don't push. But consistently begin to accustom your child to the bathroom and the potty or toilet.

PLEASE LET US KNOW

When your child is on a regular schedule (even if he is not cooperating in the bathroom, we have more ideas on toilet training in STEP TWO: Toilet Training. Ask for it.

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T.I.3

YOUR CHILD'S ELIMINATION CHART

Mark down the times your child urinates or has a bowel movement each day.
Use "U" for urinate, "BM" for bowel movement.

A.M. ***P.M.***

	6:00	6:30	7:00	7:30	8:00	8:30	9:00	9:30	10:00	10:30	11:00	11:30	12:00	12:30	1:00	1:30	2:00	2:30	3:00	3:30	4:00	4:30	5:00	5:30	6:00	6:30	7:00	7:30	8:00	8:30
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AFTER KEEPING THIS CHART FOR SEVERAL WEEKS YOU MAY SEE
A DEFINITE PATTERN IN THE TIMES OF YOUR CHILD'S ELIMINATION

(TEAR OUT THIS PAGE)

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TOILET TRAINING

LEARNING STEP TWO

IF

You've kept track of your child's elimination (wetting and dirtying his pants) and know about the time he usually has a bowel movement or urinates during the day; if you've begun to change him in the bathroom; and if you've started to sit him on the potty after taking off his wet or soiled pants, then -

YOUR GOAL NOW

Is to keep your child in training pants during the day, and to begin to take him to the potty when he may need to use it. Also, to continue exposing him to the word "TOILET" and the sign ("T" for TOILET), and to help him make the sign!

YOU NEED

A dozen or more pair of training pants; waterproof plastic pants, a sturdy potty chair - and the elimination chart to remind you when to take your child to the bathroom.

12
1
2
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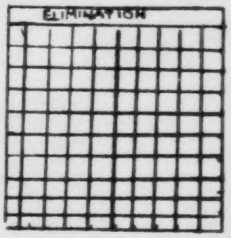
11



WHAT TO DO

Begin by taking your child to the potty at the time of day he usually has a BM (bowel movement) and also after meals and when he wakes up. If you catch him a few times, and then praise him if he succeeds in "letting go" on the potty, he will begin to learn what's expected.

Morning

When he wakes up each morning, say and sign "TOILET" and take or lead him to the bathroom. Let him help pull off the wet pajamas and diaper (he'll still need them at night) and put them into a container. Say and sign "TOILET" again and help him make the sign. Sit him, securely strapped in, on the potty chair. If he urinates or has a bowel movement, praise him. Show your approval with a pat on the back or a quick hug. Your approval is his reward for doing what you want him to do. Again sign and say "TOILET" and show approval. If he does not succeed, remove him from the potty in five to eight minutes, depending on his own strength and ability to sit upright.

Several Times A Day

For a week or two, take him to the potty when he awakens and after meals, as well as at the time of day he usually has a BM. (Check the chart if you've kept track of this.)

Gradually begin to take your son or daughter to the potty at the times (as shown on the chart or as you remember) when he is likely to need to use it.

WHEN

Your child cooperates at all in using the potty, ask for LEARNING STEP THREE on TOILET TRAINING.

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JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

TOILET TRAINING

LEARNING STEP THREE

IF

Your child has begun to cooperate somewhat in using the potty or toilet (at least is not resisting!), is in training pants, and is ordinarily changed in the bathroom, then -

YOUR GOAL NOW

Is to help your child sit on the potty not more than a few minutes at scheduled times each day, and to teach him to work with you in taking off wet or dirty pants and pulling on clean ones.

WHAT TO DO

If you've kept an elimination chart or observed carefully, you must know about what time each day your child urinates or has a bowel movement. After breakfast? After his nap? In the evening? Elimination habits differ but if you note the time each day - or the times - when he goes, you may see a pattern emerge.

After noticing the pattern, you will set up a toilet routine. As in doing anything with your child, give him the words and sign to go with the action. The steps in taking him to use the toilet are:

1. Say, sign, and help him make the sign "Toilet," then take him to the bathroom.
2. As suggested in LEARNING STEPS on Dressing/Undressing, take his hand in yours and help him pull his pants off or down. Use the right language. Say "Down," or "Pull" - and use the sign. If the pants are wet or soiled, have him help you take them to a wet clothes pail or hamper.

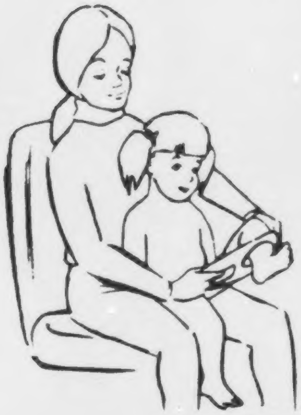
WHAT TO DO (Cont'd)

3. Help him sit on a sturdy potty chair or on a safe child's toilet seat with feet supported on a step stool. By repeating the word and sign for "Toilet" every time he is taken to the toilet, you are exposing him to the language. Someday he may surprise you by holding up his hand in the toilet sign when he needs to go! Right now he must have practice to become acquainted with the toilet or potty chair and with what it's for, as well as with the word and sign.

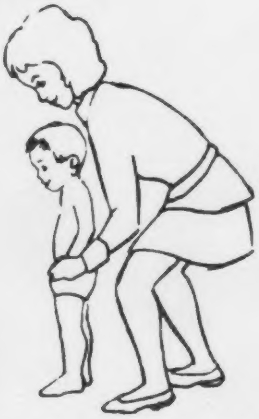
4. Let him sit, at first, three or four minutes. And then take him off whether or not he succeeds. Gradually you will lengthen his "sitting time" up to ten minutes but usually no longer.

5. Give him approval for trying to cooperate - a casual "Good boy" or pat on the back. Praise him but don't overdo it! Quickly say and sign "GOOD," which is illustrated in the Communication section of Lesson Three. A few successes will lead to more successes.

6. With your hands over his, help your child get and put on clean pants. Keep them in the same place all the time. Always have him in a standing position (leaning against you if he can't stand alone) when pulling up his pants. As always, use the right words and signs.



PANTS ON!



PANTS PULLED UP!

SUMMARY

A child's ability to hold and release is not easy to attain. Your child may not seem ready to take on this responsibility, but if he's two years old, it's time to help him get ready. If he's midway between two and three, he decidedly needs your help in taking on this responsibility. If parents of a deaf-blind child wait until a child is "ready," they may wait too long. They have to step in and help him become ready!

However, because the act of "letting go" or releasing the urine or stool takes time to acquire, don't be surprised if your child can't, for a time, perform on the toilet as you want him to. Indeed, he may tense up and not be able to go. Then he may wet or have a BM the minute he gets off the toilet. Don't scold. Don't panic. Next time, or the time after, he may be able to "let go" on the toilet. If you are tense and cause him to tighten up, it will be slower. Relax! There's no way you can force any child to cooperate with toilet training.

WHEN

Your child is able to sit as long as ten minutes at scheduled times; is actively cooperating in removing and putting on his pants; and possibly has had a few successes on the potty or toilet: go on to the fourth LEARNING STEP on Toilet Training.

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CORRESPONDENCE LEARNING PROGRAM
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TOILET TRAINING

LEARNING STEP FOUR

IF

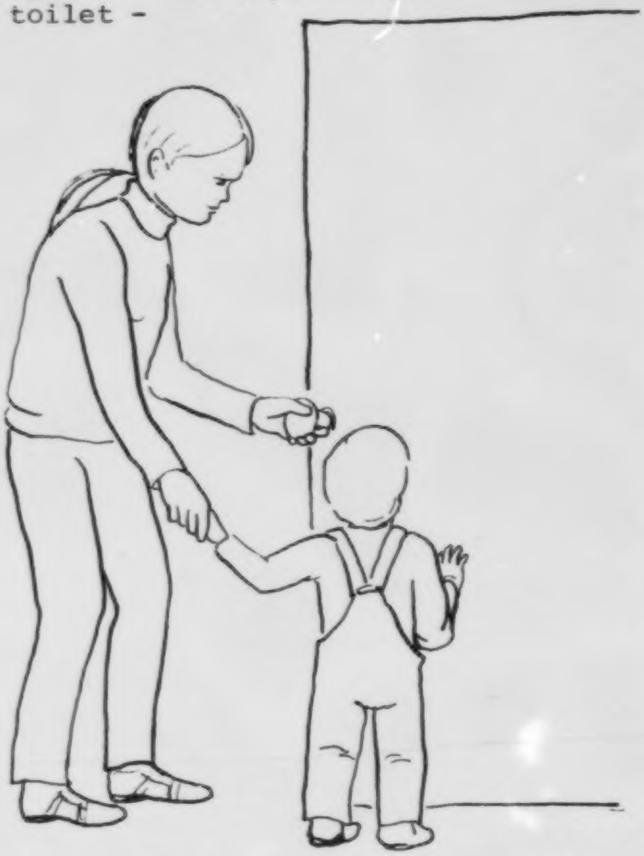
Your child cooperates to the extent of sitting on the potty for as long as ten minutes (at his usual elimination times), if he helps take off and put on his pants - and especially if he's had a few successes on the toilet -

YOUR GOAL NOW

Is to teach him to recognize the sign ("T") for toilet or potty, and to get him started toward the bathroom when he sees you make the sign. And to associate the toilet as the place to urinate or have a bowel movement, by taking him at regular intervals.

ADDITIONAL GOALS

For your child: to be able to pull his pants up or down himself, with you there to encourage him, and to be out of plastic (waterproof) pants at home, during the day.



WHAT TO DO

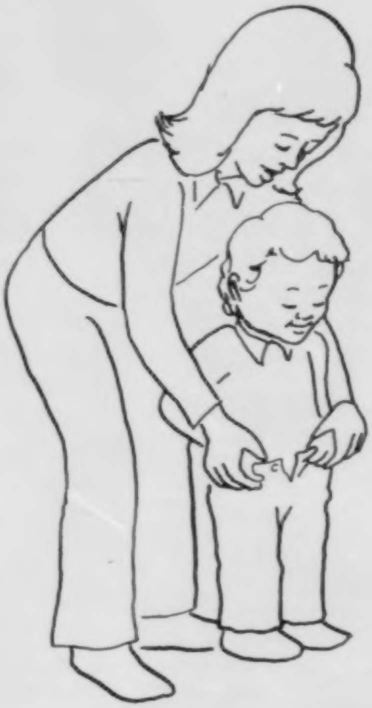
Follow a schedule of taking your child at regular intervals to the toilet. By doing this, you will help him establish a routine. Take him to the bathroom: upon arising; mid morning (10:00 a.m.); after lunch; mid afternoon (2:00 p.m.); late afternoon (4:00 p.m.); after supper; before bedtime. Make a chart following the times we suggest above. Use it for one week, checking off each time you take him to the bathroom. Be alert to any signals from him of discomfort or a full sensation, and be quick to anticipate his needs.

Say "Go to the toilet (or potty)," make the sign and help him do the same. Then quickly head him toward the bathroom. If he can walk independently, let him lead the way, but follow closely behind him to keep him headed in the right direction.

WHEN YOU AND HE GET TO THE BATHROOM

Tell him to pull his pants down. Say "Down" and tug at his pants and, as always, take his hand and have him make the same sign. If he looks at you, repeat "Pull them down," with the sign. If he gets stuck, help him, with your hands over his, in co-action. Sign "T" and say "Sit on the toilet (or potty)" again. Let him sit up to ten minutes (not longer) or until he has been successful. If he does, sign "T" and praise him! If he doesn't (within ten minutes), take him off the potty and try again at the next scheduled time. (If he has an accident, don't scold! Just take him back to the bathroom and change him into dry clothes.)

After he's off the potty, tell him to pull his pants up, and sign by tugging his pants "Up."



IT TAKES TIME

Naturally all this takes time. But if you consistently use the sign for toilet - "T" - and quickly take him there, one of these days your child will recognize the sign and head for the bathroom by himself when you ask him to. If you stay with this plan and are consistent in having your child sit for a short time (ten minutes), at the times of day we suggest, sooner or later he is likely to meet with success. Even those children thought untrainable can sometimes be taught to control their bladder and bowels and use the potty if parents are gentle, firm, consistent, and persistent! Sometimes it takes a long time. Any success, even limited success, is worth the effort.

For "social security" (to avoid embarrassing incidents), you may want to continue to put waterproof pants on your child when you take him visiting or shopping.

WHEN

Your child recognizes the sign for "toilet" and heads for the bathroom; when he'll sit on the potty ten minutes, on schedule; when he has quite a few successes, and when he pulls his pants up and down with little help from you; also, when he can manage without waterproof pants most of the day at home - you and he are ready for the next LEARNING STEP.

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TOILET TRAINING

LEARNING STEP FIVE

IF

Your child recognizes the "T" sign for toilet and has started to go toward the bathroom when he needs to use the potty -

IF

He's willing to sit on the potty for ten minutes and frequently meets with success; and -

IF

He manages (at home, during the day) without waterproof pants -

YOUR GOAL

Is to let him take full responsibility for his own toilet habits - allowing for a few "accidents" and the fact that he may not always stay dry all night.

WHAT TO DO

Continue to remind your child to use the potty:

At the time he may be in the habit of going
When he wakes up
Before going to bed
After meals

Or - when he gives any indication he may need to go. Observe your own child, and look for typical kinds of behavior that he displays when he's going to have a bowel movement or needs to urinate. He may grab himself, or begin to strain. He may tug at his pants. Soon, if not now, he may sign "Toilet."

Be ready. Be alert. Immediately indicate "Toilet" in words and sign. At first, lead your child to the bathroom, then gradually begin just to head him in the direction of the bathroom. Stay nearby to encourage him to pull his pants down, but offer assistance if he needs it. Try to help him succeed in making it to the potty in time to use it. Each success makes the next one easier.

As your child begins to feel successful and confident in managing his own toilet needs, he will seem more mature and self assured. He will take pride in this accomplishment! He will be more "socially acceptable" at school, and with baby-sitters. Your own freedom to take him on outings or visits will be greater. Full independence in using the toilet - wiping himself, flushing the toilet, washing his hands - will gradually develop if you continue consistently to remind your child that it's potty time.

Good luck!

This is the last of our LEARNING STEPS on Toilet Training. You will continue to receive other instructional material - Lessons and LEARNING STEPS - concerned with other aspects of your child's training and development.

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JOHN TRACY CLINIC
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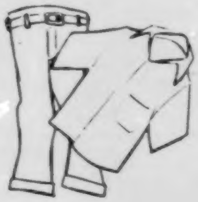
DRESSING/UNDRESSING

LEARNING STEP ONE



IF

You must still completely dress and undress your child, with little or no help from him -

YOUR GOAL NOW

Gain his cooperation.

GET READY

Look over the clothes your child wears. Are they easy to get on and off? With practice, can he manage the clothes himself? Substitute an easy pull zipper or Velcro* fastenings on trousers, for difficult to manage buttons, especially if he is in braces. The zipper tab will be easier to grasp if you cover it with tape. Fold masking tape, adhesive tape, or a Band-Aid over the tab. Also - practice the signs for "ON" and "OFF."

YOU NEED

To allow time. Have patience. Don't try to rush the process of getting your child in or out of clothing. Allow extra minutes to get him ready to go outdoors. Take time to help him learn to help himself.

---

*Velcro is a trademarked self-adhering fabric. Look for it at notion counters or on some ready-made garments.

TYPICAL DAILY ROUTINE

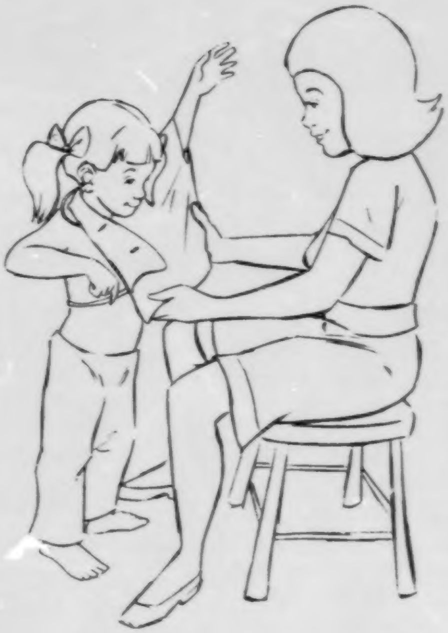
WHAT TO DO

Morning

Before the rest of the family gets up, or after the other children have left for school, let your child see you get his clothes ready. Lay out the clothing in the same order everyday: underpants, trousers or slacks, undershirt, polo shirt or blouse, socks, and shoes.

BE CONSISTENT

Tell him you'll take "OFF" his pajamas, make the sign "OFF," and help him make it. Slip his pajamas off his shoulders and arms, again say and sign, "OFF," and take his hands to have him help pull the pajamas off - over his legs and feet. Then, in order, the way they were laid out, have him help pull on his underpants, trousers, undershirt, polo shirt, socks, and shoes. Work with him, putting your hands on his (co-action). When possible mention putting the garment "ON" (and make the sign).



We'd like to mention that the way you use the "ON" and "OFF" sign may differ according to the garment you are taking off or putting on. See the illustrations on Page 5 of Lesson One.

At Nap Time

Help him take off his shoes - and pull up his covers - and mention what you and he are doing.

At Bathtime

Before he goes to bed, reverse the order of getting dressed in the morning. Tell your child - "Let's take OFF your clothes," and help him take OFF -

polo shirt
undershirt
shoes
socks
trousers
underpants

After His Bath

Say and sign "ON," and let him help pull on his pajamas.

Weather Permitting

Before going outdoors, take time to help your little boy or girl put on outdoor clothing - leggings or snowsuit, jacket, cap, boots. Mention each of these, and talk and sign about putting them ON. Pulling on mittens can be a cooperative effort - and something more to talk about. ON go the mittens! When you come indoors, you'll find your child can pull OFF the mittens, boots, jacket or snowsuit more easily than he can put things ON. Don't forget to use the signs for OFF and say the word.

AFTER SOME PRACTICE

When your child begins to cooperate with you in putting his clothes ON or taking them OFF, please ask for the next LEARNING STEP concerned with getting dressed or undressed. (Your report on the lesson gives you a chance to let us know what LEARNING STEPS you need.)

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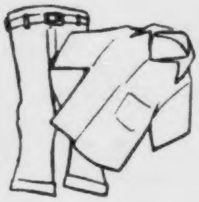
DRESSING/UNDRESSING

LEARNING STEP TWO



IF

Your child can't help himself when you dress or undress him, but cooperates in a passive way (not fighting you!) -

YOUR GOAL NOW

To teach him:

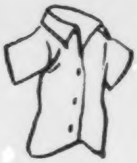
To pull off

his hat

his mittens

his shoes (untied and unlaced)

To help put on (by extending his arms and legs)

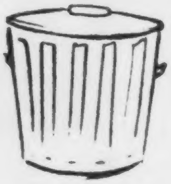


his shirt

his pants

To help pick up

his dirty clothes



and put them in a hamper

YOU NEED

Easily managed clothes. Elastic waist pants, for instance. And a few minutes extra time when you dress or undress your child.

WHAT TO DO

In The Morning

Help your child pull off his pajamas. Say and sign "OFF" before sliding the pajamas off and mention them by name. (Of course after you've signed "OFF," you will guide your child's hand in signing.)

CO-ACTION is used in teaching the signs and in performing the actions. Work with your child, your hand or hands overs his. After the pajamas are off, help him pick them up and drop them into a hamper.

At Bedtime (or when changing clothes during the day)

Untie, loosen or unlace shoes. Using CO-ACTION, help your child pull OFF his shoes. After many days (or weeks) of practice, he may try to do this if you place his hands on his shoe and start a pulling motion.

Guide his hands in pulling OFF his trousers and underwear. Try the potty at this time. If you do, sign and say "TOILET." And, of course, say and use the sign for "OFF" before pulling off his pants.

Have a hamper nearby (in his room or the bathroom) and always help him pick up dirty clothes and throw them into the hamper.

Use the same procedure in getting outdoor wear on: put on the cap, jacket, snowpants or leggings, and boots if needed - mention the garments and say and sign "ON." Help him extend his arms and legs, one at a time.

When it's time to take them off, encourage your child to take more and more responsibility. Help him (CO-ACTION again) pull off these articles of clothing - one by one. Allow enough time and he may "do it himself!"

WHEN

Your child attempts (and partly succeeds) in pulling off clothing (except shirts or jackets); when he cooperates in throwing soiled clothes or dirty diapers into the hamper and cooperates in extending his arm or leg - go on to LEARNING STEP THREE - DRESSING/UNDRESSING. Ask us for it.

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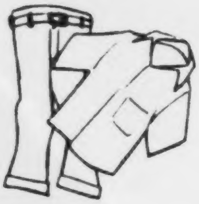
DRESSING/UNDRESSING

LEARNING STEP THREE



IF

Your child tries, and possibly succeeds now and then, in pulling off his clothes and shoes (except shirts and jackets), and has learned to cooperate by extending his arm or leg when you are putting on a jacket or trousers; and -

IF

You've helped him drop dirty clothes or wet pants into a pail or hamper (always kept in the same place) -

YOUR GOAL NOW

Your next goal is to help him learn to pull off shoes (after you've untied and loosened the laces) and to pull up or down underpants, slacks or trousers with elastic waistbands, and get into and out of his pajamas.

WHAT TO DO

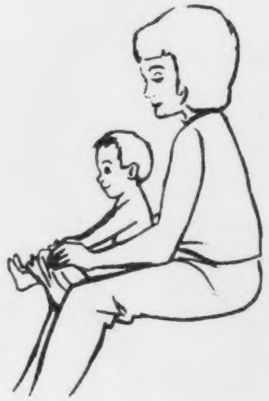
Undressing is easier than getting dressed. If you do everything for him you can get your child out of his clothes quickly with little cooperation on his part. However, if you do it, he learns nothing. Teaching him step by step to pull garments off and on will teach him some degree of independence. This will exercise his legs and arms and back. If you name the articles of clothing and demonstrate the appropriate action, you will be building "word-pictures" and mental concepts that every child needs.

ALWAYS

Allow extra minutes each morning to help your child acquire new skills in removing his pajamas and get into his daytime clothes.

Also allow a few minutes added time before bedtime to develop his ability to help get undressed and into pajamas.

Mornings



1. Lay out daytime clothes in the same order everyday - and dress your child in the same place, preferably in his bedroom.

2. Mention his pajamas, sign "OFF" and say you'll take them off. (Have him sign, too.) Unbutton them, and with your child standing (leaning against you if he hasn't yet stood alone), take his hands in yours. Say "OFF" again and help him pull off the pajamas.

3. Now take your child to the bathroom to remove his wet diapers. (Always change wet or dirty pants in the bathroom.) Say and sign "Toilet" and place your little boy or girl on the potty.

4. Take him off the potty after he's had a chance to go, then take him back to the bedroom to get dressed. Seat him on the floor to start getting dressed.

5. Take his hand to help him reach for and pick up his underpants. Tell him to pull them on, and sign or gesture as if pulling on the pants. Have him extend one leg at a time and help him slip his foot through the pant leg opening.

6. After his feet are through the pant legs, stand him up. Again ask him to pull, and make a pulling gesture (sign).

7. Do the same with trousers or slacks.

8. Pick up his shirt (or blouse), mention it, and help your child extend his arms so you can slip the shirt on.

9. When your child tries - give him your approval. When he succeeds in getting a garment (or a shoe) on or off, let him know you are delighted. Say and sign "GOOD."

Bedtime

Follow the same steps in reverse: take off daytime clothes and get your child into his pajamas. Use the words and signs, and help your child help himself.

SOME POINTS TO REMEMBER

USE SIMPLE LANGUAGE

Always speak of things as you would to any child, but speak directly, face to face, and in brief, concise words or phrases. Make the sign, when you know it, that illustrates the word. The book on signs in Lesson Two under "Other Sources of Help" will give you signs for many objects and actions.

EASY TO MANAGE CLOTHES ARE BEST

Keep your child in easy to manage clothes. Elastic waistbands on slacks or trousers, Velcro (a trademark fabric) or zipper closings rather than buttons will help. Neckbands on shirts should be stretchy enough to slip easily over a child's head, even with his glasses on and the earpiece of his hearing aid in his ear if these are firmly held in place. Otherwise, remove them before putting on or taking off his shirt. For practive, help your child get in and out of oversize T-shirts. If your child is unsteady on his feet, help him learn to dress or undress in a sitting or semireclining position.

DON'T BE SURPRISED

A shock - or at least a surprise may be yours when your child is successful in removing his own clothes. He may be so proud of himself that he'll take them off when least expected - in front of guests, or outdoors. Even if you are embarrassed, don't be (or act) upset. Calmly put his clothes back on. Tell him "No," and indicate disapproval. All children need to learn there's a time and place for everything.

* * *

WHEN

Your goals are reached (see the paragraph under "YOUR GOAL" on page 1 of this section), you are ready for the next LEARNING STEP. Steps on Dressing/Undressing will give you more ideas on how to help your child become more independent in managing to dress himself.

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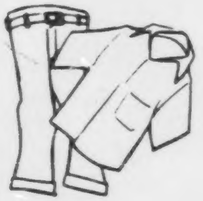
DRESSING/UNDRESSING

LEARNING STEP FOUR

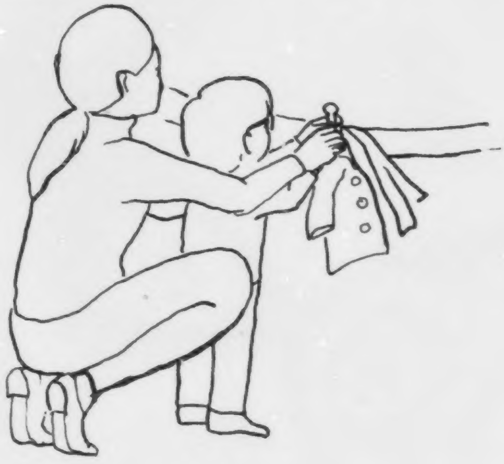


IF

Your child can pull off his shoes, when the shoelaces have been untied; if he can pull his pants up and down with limited help from you; and if he can bring you his pajamas at bedtime -

YOUR NEW GOAL

Will be to teach him to slip off his jacket or coat, after you've helped him unzip it; also to teach him to hang it up (if he walks independently) and to manage by himself to pull his pants up and down.



YOU NEED

A low hook on a wall (or on a post) so your child can hang up his coat. Lacking that, have a box, drawer, or carton, where his coat can always be kept.

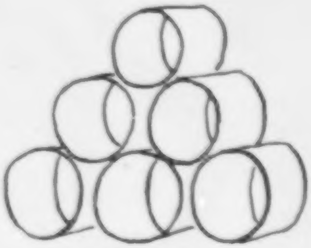
WHAT TO DO

Removing a Coat

Most jackets or coats are closed with a zipper or buttons. The business of buttoning or unbuttoning a garment is too complex for your child at this point, so if his jacket buttons, you must unbutton it for him. If it zips, put some sticky tape over the tab, to make it easy to grasp. Say something about pulling the zipper and sign "Pull." Take your child's hand in yours, again, have him make the sign, then help him pull the zipper down. You can then slip the coat partly off him; perhaps pulling the sleeves part way over his hands and encouraging him to shrug or wiggle out of the coat. Praise him for trying - and praise him even more if he succeeds!

PUT THE COAT WHERE IT BELONGS

If the coat falls on the floor, put your hand over his hand, help your child pick it up. Tell him to hang it up. Help him take hold of the jacket at the back, near the collar, and go with him as he carries the jacket to the place where it's usually kept. A low hook is ideal, but if there is no convenient place for a hook, choose some low shelf, a box, a drawer, or carton as a definite place for the jacket to be kept.



A pyramid of round fiberboard gallon ice cream containers, stapled or glued together, makes an attractive and useful place to keep extra clothing.

PANTS UP, PANTS DOWN

If you have been helping your child pull his pants up and down when taking him to the potty or when he's getting dressed and undressed, he may be able to do this alone. Encourage him to try. Offer a helping hand only if he needs it.

Use the appropriate words and signs and help your child duplicate the signs at all times.

WHEN YOUR CHILD

Can, with help, slip off a coat
Can hang it up or put it away
Can pull his pants up and down by himself

HE'S READY TO LEARN NEW SKILLS. Ask us for the next LEARNING STEP.

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DRESSING / UNDRESSING

LEARNING STEP FIVE

IF

Your child can take off and put away his coat or jacket (with a little help if needed); if he can pull his pants up and down and take off his shoes, socks, and mittens -

YOUR GOAL

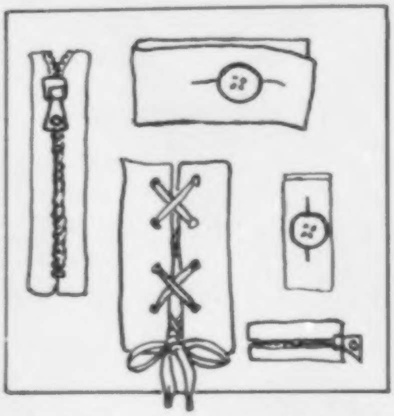
After he's managing these garments, is to help your child learn to zip and unzip pants, coat, or a snowsuit.

Also: To help him put on his pants and take them off with minimum help from you.

YOU NEED

Your child's own clothing, including easy-on, easy-off pants.

A homemade "gadget" or practice board, or the "Stuffins Family," made by Fisher-Price with oversize fasteners to help children learn to button, snap, lace, and tie. Other practice games or books can be made at home or found in toy stores.



GADGET BOARD

WHAT TO DO

Tell your child "Time to get dressed." Express this in signs, also. Help him sign "Time" and "Dressed." Help him get his clothes from the drawer or chest where they are kept.

Lay out the clothes.

PUT THEM ON!

Help him pick up and put on the underpants. Use co-action, taking his hands in yours. Say "On" and sign "Pants" and help him tug the leg openings over his feet; say "Up" (and sign it) and help him pull them all the way up. (When using a sign to indicate putting on clothing, the action should be appropriate for each garment.)

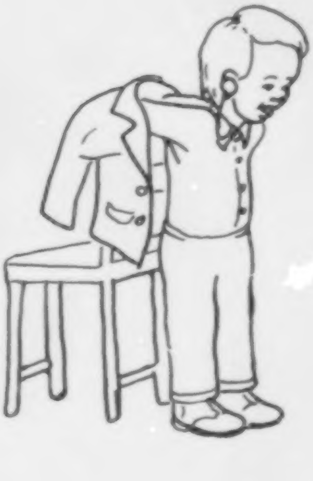
Do the same with his overalls or pants, then proceed to help him into his T-shirt. Tell him you'll put it on, and have him extend his arms to slip into the sleeves.

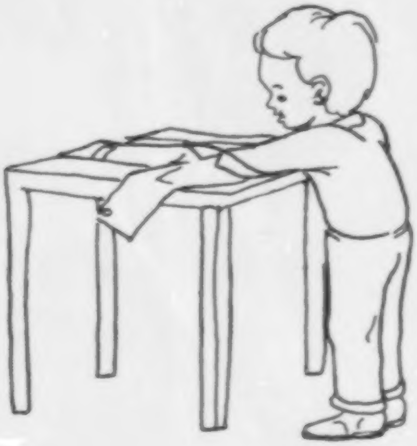
OUTDOOR CLOTHES

Help your child get his jacket or coat (keep it in the same place always). Drape the jacket over the back of a little chair, lining facing out, with the sleeves hanging at the sides. Have him stand with his back to the back of the chair. Then help him put first one arm then the other into the sleeves.

Another way to help a child into a coat is to place it upside down, with the inside facing up. Help your child slide his arms into the armholes and swing it over his head.

Take his hand and help him grasp the tab of the zipper (which can be covered with tape to make it easy to hold). Help him pull it up - take it easy at the neckline. Say "Up" or "Pull it up."





SHOES AND SOCKS

As we have said in previous LEARNING STEPS (which you may or may not have received), you should mention his shoes and socks, and use co-action in helping your child pull them on. Use phrases or brief sentences, such as:

"Here's your sock."
"Put it on."
"Put out your arm."
"Where's your hand?"
"Here's your shoe."
"Put your shoe on."

Emphasize - and sign - the most important words.

SNOWSUITS ARE TRICKY

A one piece snowsuit involves, first, the same tactics as getting a child into a pair of pants, and next the need to get his arms into the sleeves. Because the top of the snowsuit is apt to flop down, help might be required for a long time in getting the upper part up, and the arms into the sleeves. You will find a two piece snowsuit easier to manage.

OVERSHOES AND BOOTS

Overshoes or boots should be handled as are shoes. Name them, help your child hold and pull on one, then the other. Begin to put shoes in the correct position in front of him to help him learn which goes on the left foot, which on the right. Do the same with mittens. Position any article of clothing in the same way every time, and always so your child can get into it most easily.

OTHER IDEAS IN OTHER LEARNING STEPS

This ends the series of LEARNING STEPS on Dressing/Undressing. Now it's a matter of working on these skills, allowing time for your child to wiggle into clothing by himself. Lend a helping hand only when he needs it.

Suggestions on tying shoes and buttoning and unbuttoning will be found in the later LEARNING STEPS (Fine Motor).

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JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

PERSONAL HYGIENE

LEARNING STEP ONE

IF

You still must wash your child and give him his bath, with little or no help from him, and if he is past babyhood -

YOUR GOAL NOW

Help him enjoy water play.

Teach him to enjoy being washed and rubbed, as a way of accepting "touch" (tactile sensations). This will also develop awareness of his own body: his face, his hands and arms, his back and abdomen, his legs and feet.

Encourage good habits and develop skill in:

- Washing hands
- Washing face
- Taking a bath
- Brushing teeth

YOU NEED

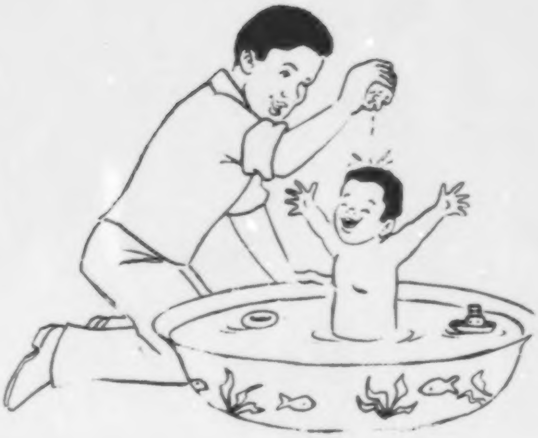
For washing hands and face:

	A sturdy step or box which your child can stand on to reach the washbowl.
For the bath:	A mat or nonskid strips on the bottom of the bathtub to prevent falls.
	A soft washcloth, a big towel and a sponge. A bar of soap.
Some bath toys:	A small nonbreakable container (such as a plastic cup or tumbler).
	A floating toy or two.

Your child's own small brush and comb.

WHAT TO DO

Water Play



Water play can go on in a tub, washbowl, kitchen sink, or wading pool. When your child is in a tub or pool, NEVER leave him alone. Take your child's hands and splash. (Say, "Splash, Splash, Splash!") Hold his hands and squeeze a wet sponge. Let lukewarm water trickle from the sponge or washcloth on his legs and body. This is fun, and develops awareness of water and of his own body. After he's accustomed to this, dribble some on his head. Talk about the water and what you and your child are doing. Have fun!

Washing Hands or Face

Talk about washing his hands. Make the sign (rubbing hands together). Take your child's hands and hold them in yours, wetting them and rubbing them together in a washing movement. This co-action helps him learn by doing. Do this when he gets up each morning, after he uses the toilet, and before each meal, to teach habits of cleanliness.

Taking a Bath

A bath can be fun - the highlight of the day. It can be a relaxing and pleasant activity before going to bed.

Have lukewarm water in the tub, deep enough to cover your child's legs. If the tub bottom is slippery and you have no nonskid mat, have him sit on a bath towel. Drip or trickle water in a playful way over his arms and hands, legs and feet, and when he will tolerate it, on his head.

Next, firmly rub his limbs and body with a washcloth, in order to stimulate his circulation, to help him enjoy this body contact, and to help him realize that his arms and legs are extensions of himself. Hold his hand or hands in yours with the washcloth in his grasp; guide him in washing his face. Talk about water, soap, the washcloth; body parts and features.

Introduction to Tooth Care

If your child resists the toothbrush, use your forefinger, dipped in tepid water, to massage his gums. This will prepare him for later use of the toothbrush.

Future LEARNING STEPS: Personal Hygiene will include more information on dental care. If your child has not been to a dentist, make an appointment to have his teeth checked. A combination of poor nutrition and the often observed habit of teeth grinding can cause some dental problems.

Combing and Brushing Hair

Try to locate a medium-soft, bristled small brush; be sure the bristles are not sharp and scratchy. Ladies' small hairbrushes (purse size) are often better than the very soft "baby brushes."

Every morning and after his nap (not just for special occasions) brush your child's hair. Talk about it. Tell your son how handsome he is, or your little girl how pretty she looks. Build a good self-image. Show your child his reflection in a mirror.

The Main Purpose of all this is to establish a daily self-care routine. This will build good lifetime habits of personal cleanliness. It will encourage your child to take pride in his appearance.

The Next Steps on Personal Hygiene will be sent when you indicate your child is ready for them.

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PERSONAL HYGIENE

LEARNING STEP TWO

IF

You have helped your child enjoy washing his hands or splashing in the bathtub -

AND

You have been consistent in having him wash his hands after he uses a potty and before he eats - and in remembering to keep him well groomed (well groomed for a little child means only a clean face, hair clean and brushed regularly, clothes changed when necessary)

AND

You've begun to accustom him to having you touch his teeth or massage his gums -

YOUR GOAL NOW

To use the right words and signs that go with these activities and to help your child use them.

AND

To continue a consistent routine of personal hygiene. Your long-range goal, of course, is an attractive child. Glowing, healthy skin, shiny hair, cared for teeth, and comfortable clean clothes will help any child be more appealing.

YOU NEED

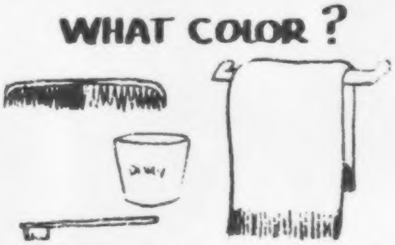
Choose a color to identify your child's belongings. Let it be *his* color, so he'll learn to recognize the following:

A small, soft child-size toothbrush (in *his* color)

A small plastic tumbler to be kept in the bathroom (*his* color)

A small sponge, a few washcloths and hand towels (*his* color)

A comb and brush (same color)



WHAT TO DO

Hand Washing

Before Breakfast, Lunch, and Supper; after using potty or being diapered; and when otherwise necessary:

1. Say and sign "Wash hands."
2. Say, and take child's hands to help him sign "Wash hands."
3. CO-ACTION: Place your hand over child's hand, put it on the faucet (water tap); help him turn water on. (You can use the word "On.")
4. Sense training: Hold child's hand for a few seconds in running water; say and sign "Water;" have child sign it with you.
5. Pick up the soap; name it - "This is *soap*," and make the sign; repeat it and have child sign it.
6. Wash child's hands.
7. Say "Finished" - sign it - help child sign it as you repeat the word.
8. Drain water from bowl and sign "Finished" - meaning "All gone."
9. CO-ACTION: Take a towel, name it, sign that you'll dry or rub his hands with the towel and vigorously rub or pat his hands dry.

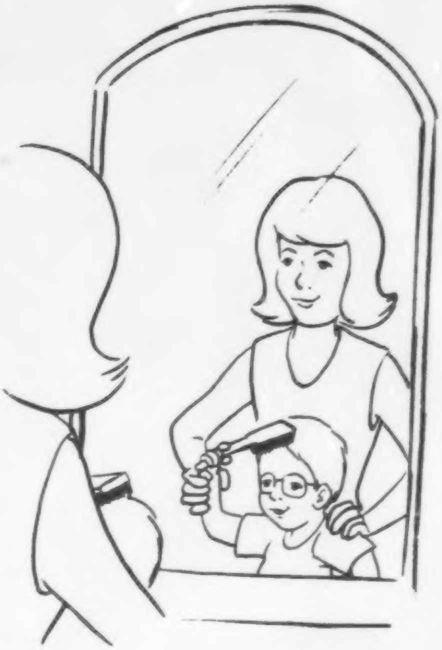
Combing Hair (Use child's own comb or brush)

1. In the morning and after his nap, or when getting ready to go somewhere, stand (or sit) with your child in front of a mirror.

2. Pick up his comb, show it to him, say "COMB HAIR" while you act out the motion. Repeat the phrase and guide your child's hand in making the sign.

3. You should then comb his hair enough to get out any snarls, then help him hold the comb (or brush) and comb or brush his hair.

4. After you've helped him do this, say and sign "FINISHED." Let him help put the comb away. (Keep it in the same place all the time.)



Brushing Teeth

1. If you have not yet begun to do so, start now to use your forefinger, dipped in lukewarm water, to massage your child's gums. This is to prepare him for use of the toothbrush.

2. As we've suggested, buy a toothbrush in his color. Let him see it, touch it, hold it. Let him help remove it from where it's kept, and put it away. Use the sign (and say) "Brush Teeth."

3. In the next LEARNING STEP (Number Three on PERSONAL HYGIENE), we will give some ideas for introducing the use of the toothbrush.

NEXT LEARNING STEP

If you have consistently and smoothly carried out hand washing, hair combing, and gum massaging (with your finger) with your son or daughter, you are ready to ask for and make use of LEARNING STEP THREE, PERSONAL HYGIENE.

ONE QUESTION

What color did you choose to identify your child's possessions? Tell us when you send your next report.

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CORRESPONDENCE LEARNING PROGRAM
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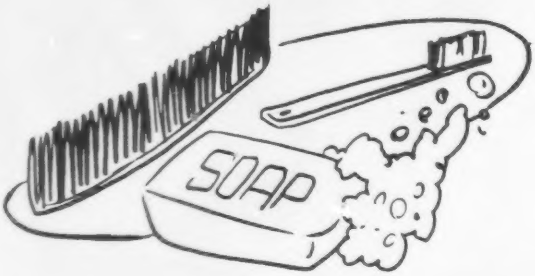
PERSONAL HYGIENE

LEARNING STEP THREE



IF

You and your child are following a consistent routine of washing hands at regular times; if he's accustomed to having you massage his gums with your finger; and if you usually use the right language (words and signs) in these activities, then -

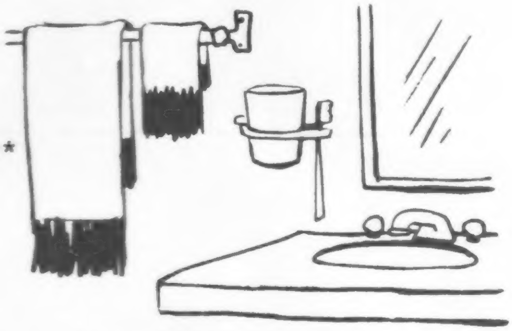
YOUR GOAL NOW

Is to continue a program of personal hygiene to help your child be clean, neat, and attractive in appearance. This includes his bath and brushing his teeth, as well as hand washing and dental care.

Another goal is to continue to build your child's language as you go on exposing him to conversation (and signs) in connection with personal hygiene activities.

YOU NEED

A comb*
A hairbrush*
A toothbrush*, a plastic tumbler*
Washcloths*, a sponge*
Towels*
Soap; Bubble bath for a treat
Floating bath toys
A nonskid bath mat



*If possible, choose all these personal items in the same color. Select a cheerful, light, bright color as your child's color and use it for his eating utensils, as well as the articles listed above. He may soon recognize, for instance, that the yellow toothbrush and the yellow cup or drinking glass are his, if everything he uses is yellow. Other children in the family will enjoy their own "special" color, too.

WHAT TO DO

(If you need ideas on hand washing or hair care and have not received LEARNING STEP TWO, Personal Hygiene, ask us for it.)

BATHTIME—A HAPPY TIME

Bathtime can be one of the most pleasant events of the day. Help your child enjoy the relaxing experience of sitting in the tub (under your supervision), splashing, and playing with toys. Bathtime can provide opportunities for much learning. Large muscle or gross motor development, fine motor development (using hands and fingers), communication, and having fun together can all be fostered if bathtime is a happy time.

WHAT TIME OF DAY

What time of day is bathtime for your child? If you've settled on a regular daily schedule, perhaps it's in the morning, or it may be before or after the evening meal. The evening bath, after supper, often is a good way to end the day's activities. It marks a transition from day to night, from activity to being quiet, from being up and around to being put in bed. However, whether you decide on the early evening or some other time of day as bathtime, stick to the time insofar as possible.

STEP BY STEP: INTO THE TUB AND OUT!

1. When it's time for your child's bath, say and sign "Bath." Help him sign "Bath," also. To present a complete, correct language pattern, you can begin to say "Time for bath" or "Time for your bath" as your child begins to be more attentive.

2. Put the nonslip bath mat (or a folded towel) on the bottom of the tub.

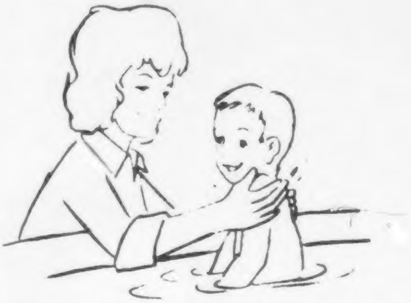
3. Take him with you to gather his pajamas, washcloth (or sponge), towel and a few bath toys.

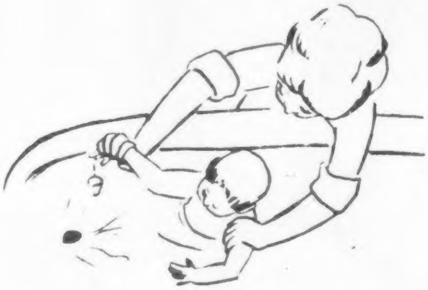
4. Take your child's hand in yours to turn on the water. Take his hand and let lukewarm water run over it so he can feel (and possibly see) the stream of water. Say and sign "WATER." Say it again, and help him make the sign.

5. Again say and sign "Bath" and have him repeat the sign with your help. Help him into the tub, and while he's there, talk about the objects and articles associated with his bath. Say to your child that the water's warm (or cold!), that the soap is slippery, that you'll wash his face - or his foot - or whatever you are about to do. Talk and use signs. Always reinforce this by helping your child shape his fingers into the sign you've made.

6. As you wash your child, stroke him. This helps him become aware of his body parts.

7. After washing him, splash or dribble water. Help him catch and play with a few floating toys. TALK!





8. When bathtime's over, say so. You could say "It's finished!" and make the sign for "Finished."

9. Take him from the tub; help him pull the plug or open drain to let water out. Tell him the water is gone: sign "Finished."

10. Dry your child, rubbing him briskly, with a soft towel, to stimulate circulation. Again say and make the sign "Finished," and show him his pajamas, name them, and in words and signs, tell him to put them on. Help him make the sign.

11. Seat your child, help him put his feet into the pajama legs, then have him stand and guide his hands to pull the pajamas up, using words and signs to go with putting them on, and pulling them up. Slip his arms in the sleeves and button the pajamas.

12. Bathtime can help your child relax at the end of the day. The bath can be a dividing line between daytime and nighttime, if you schedule it for after supper. After the bath, a few minutes of being held and sung to, listening to nursery rhymes, or a prayer, may make bedtime easier.

BRUSHING TEETH

Many deaf-blind children object strongly to having something put into their mouths. This applies, of course, to a toothbrush, especially if a child has had an unpleasant experience with one. We suggest first using a soft washcloth, over your finger, with a small amount of a mild flavored toothpaste. Later you can change to a soft bristled, small sized child's toothbrush.

The procedure is the same step by step procedure followed in other child care activities. Plan on a regular time or times each day (after breakfast and after supper, for example) for brushing teeth.

1. Mention brushing teeth (speak and sign).
2. Fold a washcloth over your forefinger, help your child turn on the water, and wet the washcloth.
3. Squeeze a small amount of toothpaste onto the washcloth.
4. Gently massage his gums and polish his teeth (to stimulate his gums and to build some familiarity with, and tolerance for, the experience).
5. Sign (and say) "Finished," help him turn off the water, and put the wet washcloth where it belongs.

YOUR NEXT LEARNING STEP

More information on Personal Hygiene including the use of a toothbrush will be found in the fourth LEARNING STEP on Personal Hygiene.

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CORRESPONDENCE LEARNING PROGRAM
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PERSONAL HYGIENE

LEARNING STEP FOUR

IF

You have helped your child acquire good personal hygiene as far as a daily bath, washing hands before meals, and after going to the bathroom

AND IF

His hair is brushed or combed each day and you have introduced the idea of dental care by massaging his gums, he is ready for a new goal -

YOUR NEW GOAL

Will be to accustom him to regular use of the toothbrush, and a plan for regular visits to the dentist.

YOU NEED

A small soft bristled toothbrush in your child's own color

Mild flavored toothpaste

Plastic drinking cup, or paper cups, also in your child's special color, as mentioned in a previous Personal Hygiene LEARNING STEP. See Comm.IV and E.IV for other ideas on "color-coding" to help him recognize his own things.

TOOTHPASTE

WHAT TO DO

Keep the toothbrush in a certain place in the bathroom - in a holder your child can reach, if possible. Keep his tumbler or cup and the toothpaste in the same place all the time, also.

After breakfast and before bedtime, when you are in the bathroom with your little boy or girl, say that it's time to brush his (or her) teeth. Make the sign (see illustration in Lesson Two) and have your child make it.

Help him reach for and remove his toothbrush from the holder. Wet the brush, then put his hand on the toothpaste tube and tell him to squeeze it - help him get a small amount onto the brush. Repeat the word and sign "Brush your teeth," then with your child's hand in yours on the brush, give his teeth a few quick brushes (up and down movement). At first be very gentle, and use only a few strokes. After repeated pleasant, brief experiences, your child is likely to be more receptive to the idea of having his teeth brushed.

After brushing lightly, say (and sign) that you are finished. Let your child rinse his mouth out (or take a drink), and then say (and sign) that the task is finished. Help him put the brush in its place (good practice in handling an object, to develop eye and hand coordination). Then help him put away his cup and toothpaste.

TWICE A YEAR

Every child, we are told, should be seen by a dentist twice a year beginning at about the age of three, or earlier if there's any problem. If your child has not had a dental checkup, plan on one at the earliest possible time. After the first examination and any necessary dental treatment, have your child's teeth examined regularly. It has been noticed by many people who work with deaf-blind children that the children may have poor teeth. The reasons for this may differ, but teeth grinding, a limited diet with an excess of starchy and sweet foods, and generally poor health may all enter into the problem. Daily brushing of the teeth and regular dental checkups, along with a nourishing diet should improve your child's chances of having good teeth.

IF you want suggestions on shampooing and hair care (other than an occasional brushing or combing), we will send LEARNING STEP FIVE on Personal Hygiene.

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PERSONAL HYGIENE

LEARNING STEP FIVE

IF

You want to keep your child's hair clean, shiny, and well cared for -

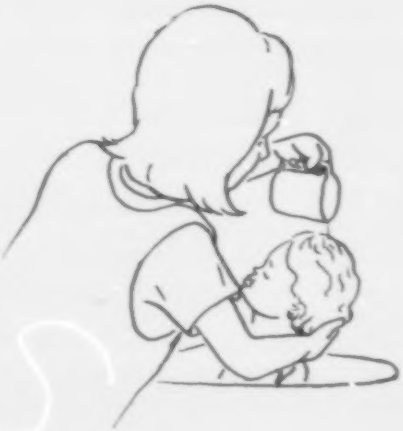
YOUR GOAL

Will be to follow a regular plan of shampooing his hair at frequent intervals, to keep it soft and manageable. Also, choose a becoming, practical way for your child to wear his hair.

YOU NEED

Shampoo (one of the "no tangle" shampoos by Safeway, for example, and "No More Tangles" rinse by Johnson and Johnson) can save trouble and tears.

A cup or small pitcher (for rinsing). See illustration.



A shampoo shade (or visor)

A fluffy towel

Warm water

A soft bristle hairbrush

Lanolin (if your child's hair is dry)

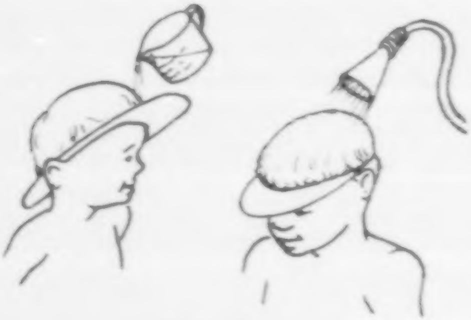
WHY DO WE INCLUDE THIS INFORMATION?

Your child may have thick, soft, easily cared for hair. However, parents and teachers have observed that deaf-blind children often have dry, thin, fine, almost brittle hair. This can occur for any number of reasons. The child's general health or vitality may be below par. A limited diet and lack of good nutrition may be part of the reason. If a child has spent a great amount of time in a crib, his hair may be broken and almost rubbed off across the back of his head. This will be more apt to be true when a child has rolled his head, a self-stimulating activity we've mentioned before. There is also a chance that a young child has become frightened or upset about having his hair washed. This may happen, especially if the water has been too hot or too cold, if he's gotten soap in his eyes, or if his hair has been tugged at to get out tangles. Or it may simply be that a deaf-blind child's resistance to being touched or handled, his dislike of new experiences, has caused him to dislike having his hair washed.

For your child this may not be true. Even so, the suggestions that follow may be helpful. Along with ideas on how to give a shampoo to a young child, we want to remind you to use the right language (words and signs) in all your child-care routines.

WHAT TO DO

You may wash your child's hair in the tub or in a washbowl, whichever is easier for you. Tell him you'll wash his hair. Use a short phrase: "I'll wash your hair." Use the signs for wash and hair. Use a small pitcher or a cup to pour tepid (lukewarm) water on your child's head. Cup your hand across the front of his head, and tilt his head back slightly if you can manage to do so. This will keep the water (and the soap) out of his eyes.



A shampoo shade (see illustration) or a visor on an elastic band will usually insure that nothing trickles into his eyes. Pour a little shampoo into your hand (be sure it isn't cold either) and gently work up a lather. If your child is protesting, quickly rinse the hair. Rinse it thoroughly, but get the shampoo over as fast as you can. Again sign and say "Your hair's washed" or "I washed your hair." Pat or rub it dry, then brush it.

A VARIATION

If your son or daughter likes the shampoo (or doesn't actively resist it), take his hand and help him feel the "whipped cream" suds on his head. Help him shape it into peaks. Show him his reflection in a mirror, and help him laugh at himself. Tell him he looks funny. It's time to begin to help your child see the funny side of life!

HAIR STYLE

For boys or girls choose a neat trim hairstyle, one that keeps the hair out of your child's eyes. Long straggly wisps of hair or bangs that interfere in any way with the limited vision he may have should be avoided. Choose a style that can be easily and quickly brushed.

Barrettes, ribbons, or the twists used on ponytails will help keep a little girl's hair in place, and help her feel like a pretty little girl.

If your child's hair is dry, a thin film of lanolin on your hands can be rubbed into his hair everyday or two. Don't overdo it.

SUMMARY

Our LEARNING STEPS on Personal Hygiene have covered dental care, hair care, hand washing, and giving your child a bath. Other LEARNING STEPS in the self-care series include Dressing/ Undressing, Toilet Training, Eating, Sleeping. If you need any of these, and have not received them, please ask for them.

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